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ABSTRACT

Presented in this manual are 50 practitioner-contributed speech therapy activities for students from preschool through secondary levels, structured according to the following format: grade level, objectives, materials needed, and procedures. Half of the activities give students practice in articulation, while the other half are language activities (e.g., vocabulary building, pragmatics, carrying out directions, and producing syntactically correct questions). Reproducible materials such as gamesheets and patterns are included. (JW)

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Clinician's Choice

Favorite Activities for Speech and Language

COMPILED BY THE EDITORIAL AND CONSULTANT STAFF OF COMMUNICATION SKILL BUILDERS

illustrations by Mark A. Dulude

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Communication Skill Builders
3130 N. Dodge Blvd./P.O. Box 42050
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Preface

A book of practical, time-tested speech therapy ideas serves a number of purposes.

First, it's a way to find out what others are doing. By reading through the ideas, you are in touch with other professionals—but on your own time and without travel expenses.

Second, both new and familiar ideas motivate review of personal theory methods. Comparing your approach with that of colleagues can provide the perspective necessary to growth and change.

Third, a book of ideas is a "tired teacher saver" for those mornings or afternoons when fresh ideas refuse to come to mind.

Finally, therapy ideas are small solutions to finite problems—already worked out, tested, and refined. They are inexpensive, easy to use, good to have, and fun to share.

About the Authors

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Articulation

The fact that exactly half of the ideas submitted were for motivating drill in articulation speaks to the need for having a constantly renewable repertoire of activities to keep students interested. Students tire of the same material—and, frankly, so do clinicians! The excitement generated by a new worksheet, game, or activity in most cases justifies the time spent putting together the material.

The suggestions in this section require either no material or something that can be constructed fairly quickly from readily available supplies—construction paper, scissors, glue, and laminating material. In some cases, older art students or members of a "Good Speech Club" can prepare the material.

Run, Rabbit, Run!

M. Kathryn Dougherty

Grade level: K-3

Objective: To correctly produce the target phoneme, word, or language structure

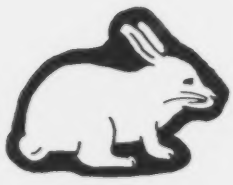
Materials: A gamesheet and set of rabbit and fox markers for each student
Marking pens
Scissors
Picture cards

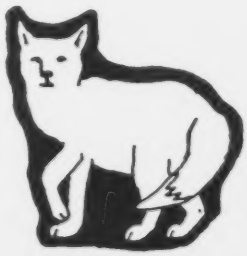
The clinician can play this game with as many as four students simultaneously. If the students are working on different sounds, provide an appropriate deck of picture cards for each sound.

Reproduce and distribute a set of markers and one gamesheet for each student. Have the students color and cut out the rabbit and fox and place them at START.

In turn, the students take a picture card and say the target. If the target is produced correctly, the student moves the rabbit one space along the gamesheet; but if the target is not produced correctly, the clinician moves the fox one space along the same gamesheet. The object is to reach the rabbit hole—and safety—before the fox.

RABBIT AND FOX MARKERS





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Run, Rabbit, Run!

START

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The Hungry Caterpillar

Vereen Ann Nordstrom

Grade level: 1-4

Objective: To correctly produce the target sound at the appropriate level

Materials: A spinner
Gamesheets
A marker for each player

"The Hungry Caterpillar" can be adapted easily for students at various stages of therapy:

Beginning stage—Practice of the target sound in isolation, in syllables, and in nonsense words: The clinician provides a model for the student to imitate; or writes the target sound, syllable, or nonsense word on each space on the gamesheet.

Advanced stage—Practice of the target sound in word, phrase, or sentence: The clinician writes a word containing the target sound on each space on the gamesheet. This can be done individually for each student; or, if appropriate, the gamesheet can be reproduced for the group.

Reproduce and distribute a caterpillar marker and one gamesheet for each student. The students take turns spinning the spinner, moving their markers along the gamesheet, and practicing the speech skills provided on the spaces.

CATERPILLAR MARKER

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The Hungry Caterpillar

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Autumn Leaves

Christine A. Karpie

Grade level: PK-3

Objectives: To correctly produce the target sound at the appropriate level

To strengthen fine motor skills by gluing small paper chips to create a picture

Materials: Construction paper
Small chips of construction paper in autumn colors
Glue
Target sound flashcards

Reproduce the tree pattern on construction paper. Give a copy to each student. Demonstrate how chips of paper can be glued on the tree. Present a target sound flashcard at the appropriate level. After producing the correct sound, the student glues a chip of paper on the tree. The student who produces the sound correctly the greatest number of times will have the fullest tree.

Autumn Leaves

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Speech Elephant

Gayle Vledder

Grade level: 1-3

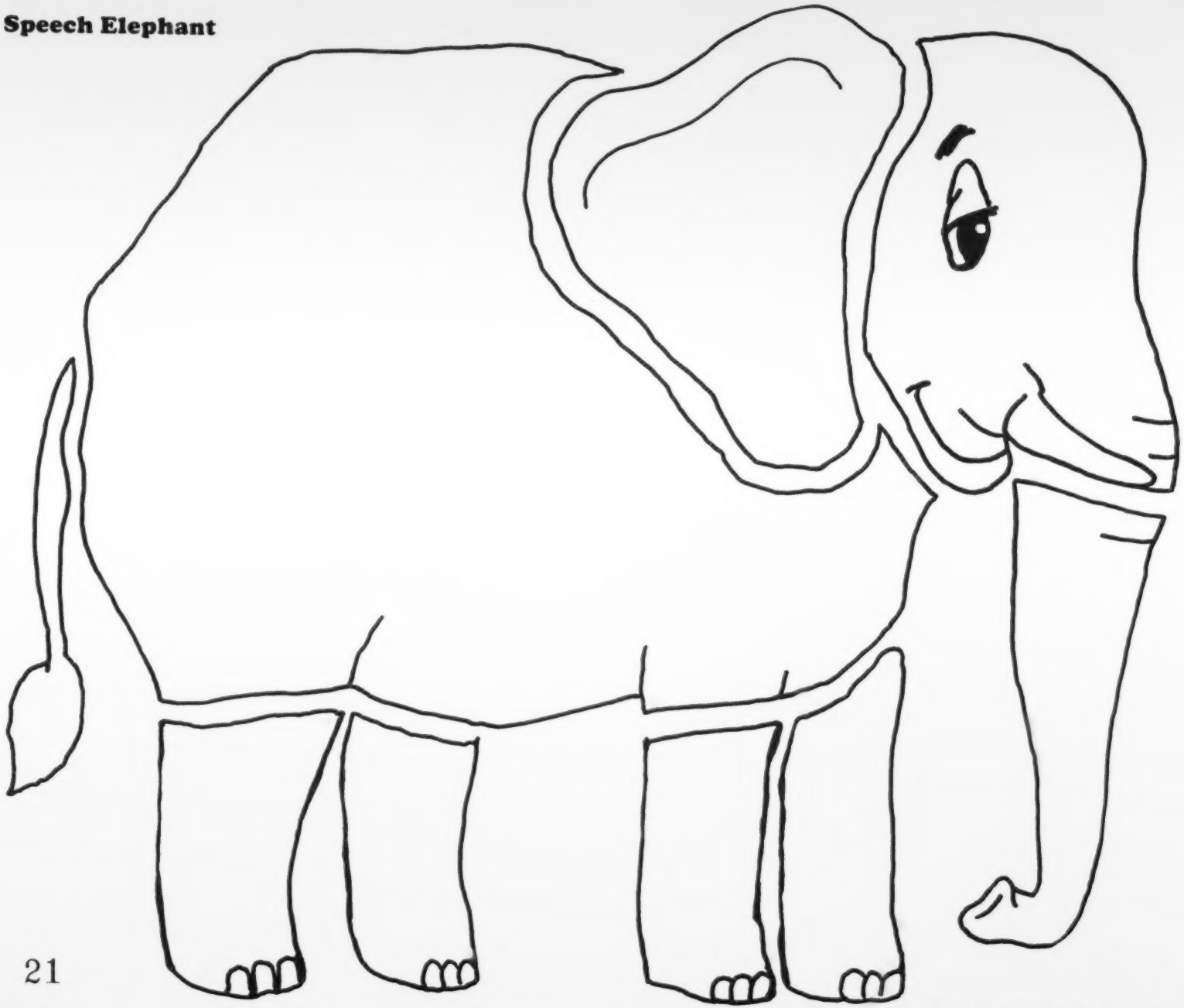
Objective: To produce the target phoneme at the syllable, word, or sentence level

Materials: Construction paper
Scissors
Glue
Marking pens

This versatile activity may be adapted to language therapy as well as articulation. It enables the clinician to work with various students' needs at one time. If used as a home practice material, it also can serve as a source of communication between parents and clinician.

Reproduce the elephant body segments pattern on construction paper. Give a copy to each student. Verbally give each student nine specific speech commands according to the student's articulation needs (for example, "Say your sentence drill" or "Say ten words with your sound"). After each correct response, the student cuts out one body segment. Later, the student glues together the segments. On each segment, the clinician (or the student) writes words containing the target phoneme, for home practice.

Speech Elephant



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Minimal Phoneme Word Groups With /r/ Controlled Vowels

M. Kathryn Dougherty

Grade level: 2-5

Objectives: To correctly produce /ar/, /ɜ/ (ir, er, ur), and /or/ in minimal phoneme groups

To use the minimal phoneme words in sentences

Materials: Worksheet

Reproduce the worksheet. Give a copy to each student.

Reading across the sheet, produce the three minimal phoneme words as a model. The students imitate production of each group as they are presented. Emphasis should be placed on auditory and kinesthetic differences between the words.

The students take turns reading each group of words spontaneously.

The students produce each word in a group or in a spontaneous sentence.

The students take turns reading a sentence in Part B and selecting an appropriate word from Part A to fill in the blank. The students also can make up original "fill in the blank" sentences.

Minimal Phoneme Word Groups With /r/ Controlled Vowels Worksheet

Name _____ Date _____

PART A

	ar	ir, er, ur	or
1.	car	curtain	core
2.	dart	dirt	door
3.	far	fur	for
4.	scar	skirt	score
5.	mar	murder	more
6.	tar	turn	tore
7.	charm	churn	chore
8.	jar	germ	George
9.	barn	burn	born
10.	star	stir	store
11.	shark	sure	shore
12.	lark	learn	lore
13.	park	perk	pork
14.	yarn	yearn	your
15.	hard	heard	hoard
16.	gnarl	nurse	north
17.	card	curd	cord

PART B

Complete the following sentences:

1. When you learn to drive a car, you also must learn to _____ the car.
2. The girl wore a purple _____ to school.
3. George tore his new _____.
4. Please buy four more cards at the _____.
5. On the north shore we heard they saw a _____.

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The Baby Giraffe Says . . .

Vereen Ann Nordstrom

Grade level: K-4

Objectives: To identify position of the target sound in selected words
To correctly produce the target sound in selected speech skill

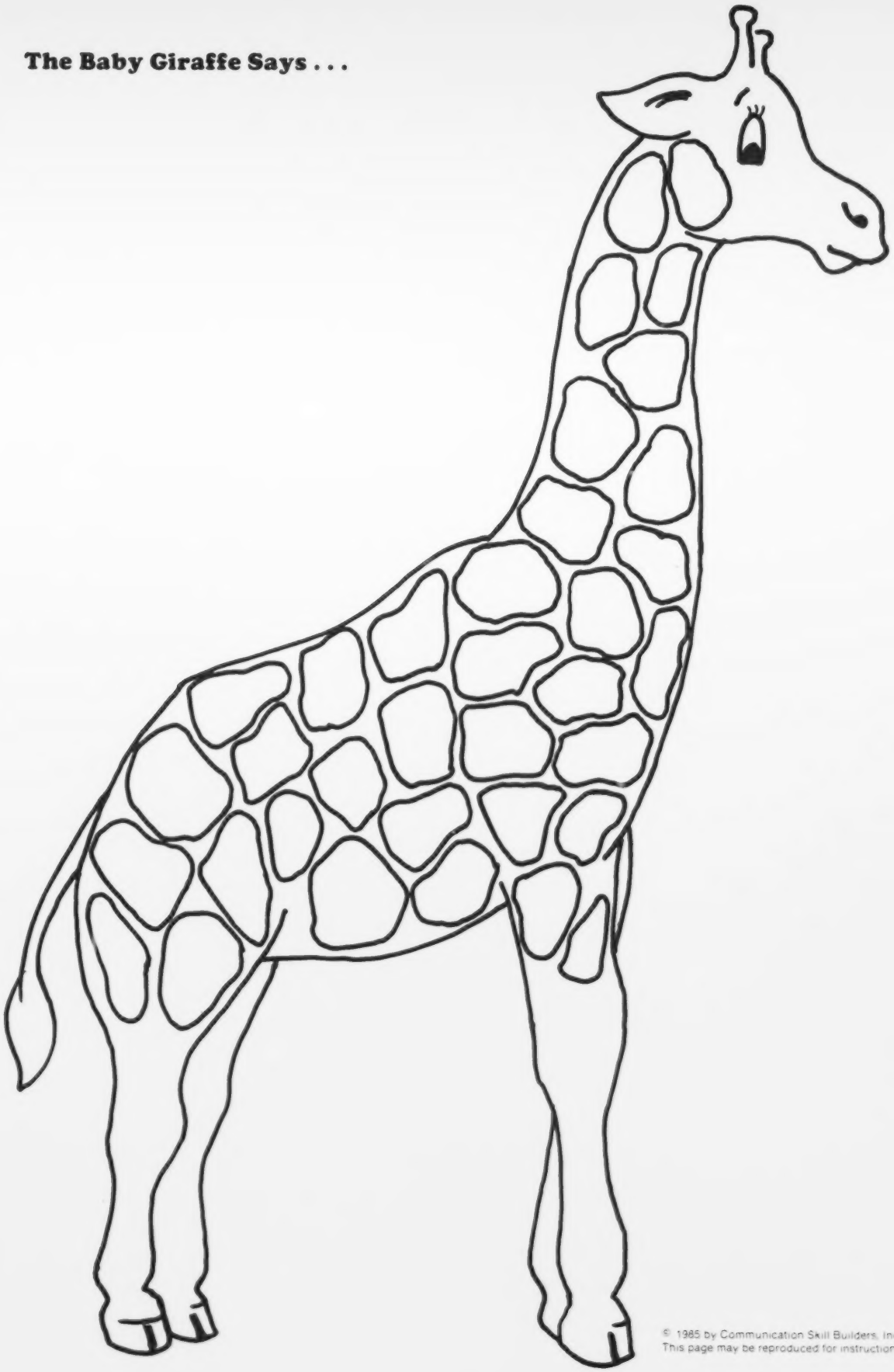
Materials: A gamesheet for each student
Crayons

Write B (for Beginning), M (for Middle), or E (for End) on each of the giraffe's 35 spots. Reproduce and distribute the worksheet.

Select target words to correspond with the number of spots in each category that you have designated on the giraffe.

Give each student a word containing the target sound. The student identifies whether the sound is heard at the beginning, middle, or end of the word. After making the correct choice, the student colors an appropriate spot (B, M, or E) on the giraffe while other students in the group take a turn. The first student to color all the spots wins the game.

The Baby Giraffe Says . . .



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The Name Game

Janine A. Gaydos-Caldwell

Grade level: K-6

Materials: Alphabet cards

"The Name Game" can be varied for age and interest levels. It can be used for any therapy goal.

After giving a predetermined number of correct responses (for example, ten /s/ sounds or sentences), the student takes a card from the top of the alphabet deck. If the card is a letter in the student's name, the student keeps the card; if it is not, the card is placed at the bottom of the deck. Play continues until the student's name is completed.

J	O	S	E	P	H

Variations: Spell holiday messages (HAPPY HALLOWEEN, MERRY CHRISTMAS), the month, the day, the name of the school basketball team, and so on.

Holiday Gameboards

Janine A. Gaydos-Caldwell

Grade level: PK-6

Objective: To correctly produce the target sound at the word level

Materials:
Bristol board
Peel & Put® stickers (or pictures)
Ruler
Marking pen
Scissors
Glue
Laminating material

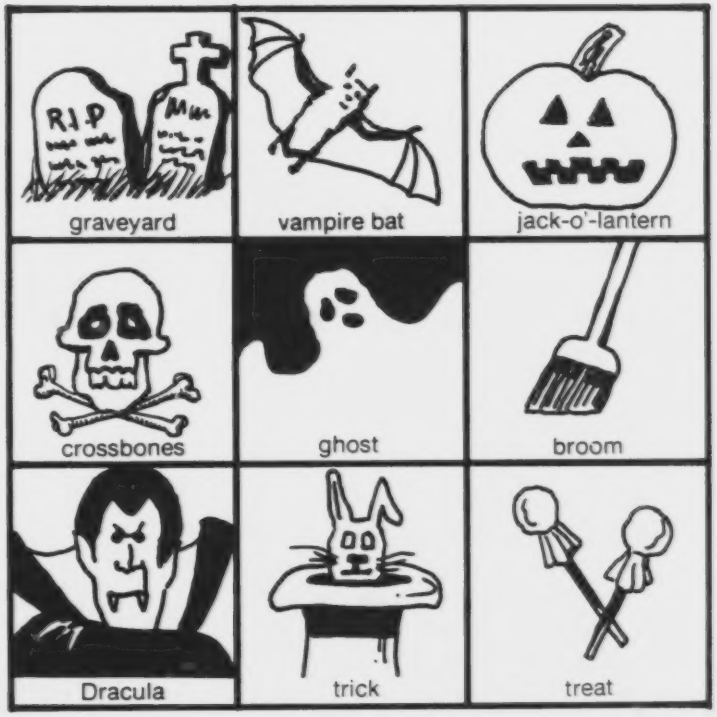
This enjoyable holiday game elicits many responses quickly. The gameboard design may be adapted by changing the target phoneme, number of words, gameboard size, and general theme.

Divide bristol board into squares. Affix stickers, or cut out and glue pictures in the squares. Label the pictures. Cover with laminating material.

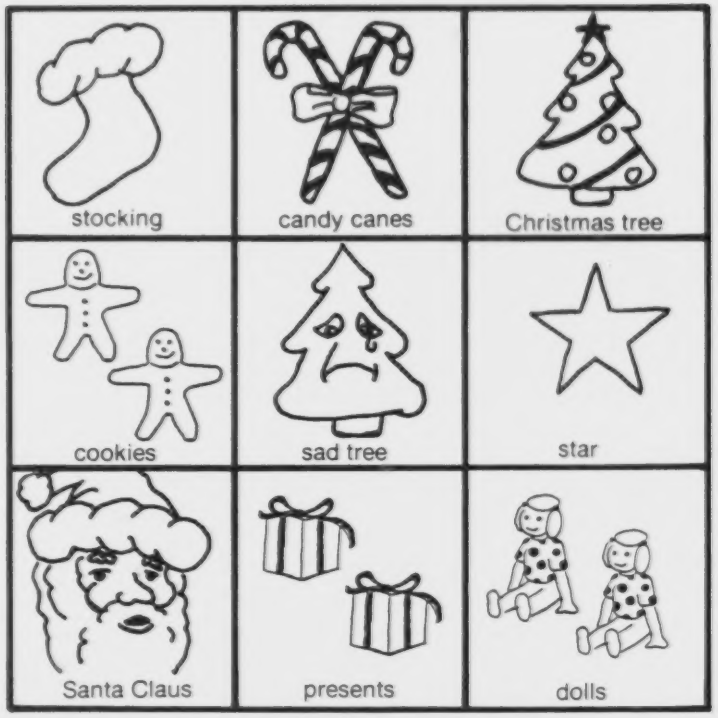
With eyes closed, the student puts a finger on a square. If the student says the word correctly, one point is awarded. If the student points to "ghost" or "sad tree," all points are lost. Play continues until a predetermined number of points (or time) is reached.

Holiday Gameboards

/r/ Gameboard



/s/ and /z/ Gameboard



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Working Together

Sherry A. Ensminger

Grade level: 2-5

Objective: To correctly articulate a given phoneme at the word level, imitatively and/or spontaneously

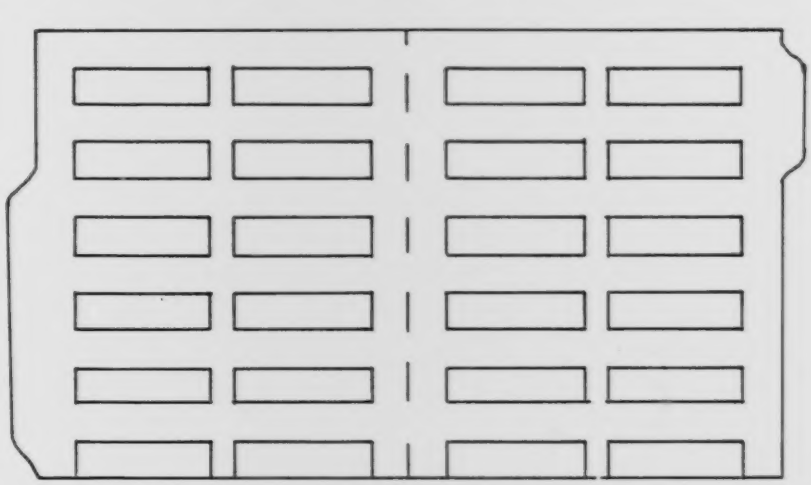
Materials:
File folder
Construction paper
Glue
Marking pen
Scissors

Students working on different phonemes are able to play this game together, using the same materials. It is not necessary to have separate stacks of cards for each phoneme. Here, we use /s/, /r/, /l/, and /θ/; but other phonemes may be substituted as needed. The game also may be played in the individual therapy setting.

Cut out 24 pockets from construction paper. Glue them inside a file folder. Cut out a stimulus card to fit inside each pocket. On each card, write four words, each containing a different target phoneme. The first word on all cards will be an /s/ word; the second word on all cards will target the /r/ sound; the third word on all cards will contain /l/; and all fourth words will have the /θ/ sound.

Divide the group into two teams, regardless of which phoneme individual students are working on. Explain that all students who are working on /s/ should read only Word #1; all /r/ students should read only Word #2; and so on.

In turn, a student from each team chooses a card and reads the target word aloud. If the target phoneme is produced correctly, the student may keep the card; if it is not, the student must give the card to the opponents. The team that collects the most cards wins the game.



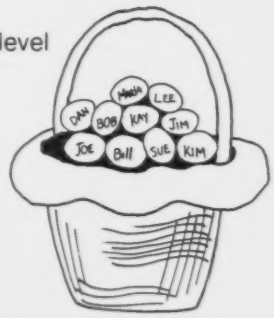
Easter Bulletin Board

Kay Lawler

Grade level: K-12

Objectives: To correctly produce the target sound at the word level

To use the words in sentences



Materials:
- Basket
- Plastic eggs
- Bristol board
- Staples
- Small toys or household items
- Target phoneme word list

Students enjoy participating in making this display for the speech therapy room.

Make a large Easter basket from bristol board. Attach it to the bulletin board. Write words on small slips of paper and place them inside the plastic eggs; or use small toys or household items to fill the eggs.

The student chooses an egg, opens it, and says the target words or describes the item inside the egg, using complete sentences. If all target phonemes are correct, the student's name is written on the egg. The student then places the egg in the basket on the bulletin board.

Inside or Outside?

Alice Smith

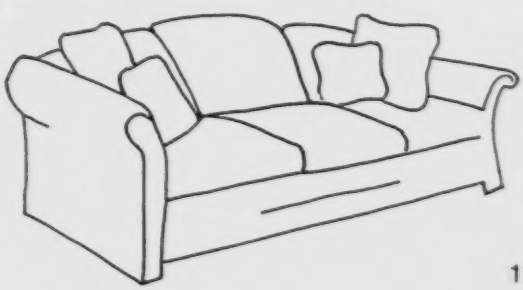
Grade level: K-3

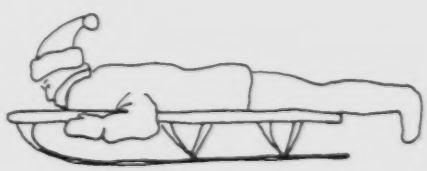
Objective: To produce the correct /s/ sound in the medial position in a structured situation

Materials: Picture cards showing objects found inside or outside the home

Note: Do not show objects that could be found in both situations. For example, *cat* or *umbrella* could be found inside as well as outside the home.

Place the stack of picture cards face down on the table. Students take turns guessing whether the top card shows something *inside or outside* the house. Students are required to respond with a complete sentence, thus producing a word containing /s/ in the medial position.





Sound Bingo

Paula A. Sword

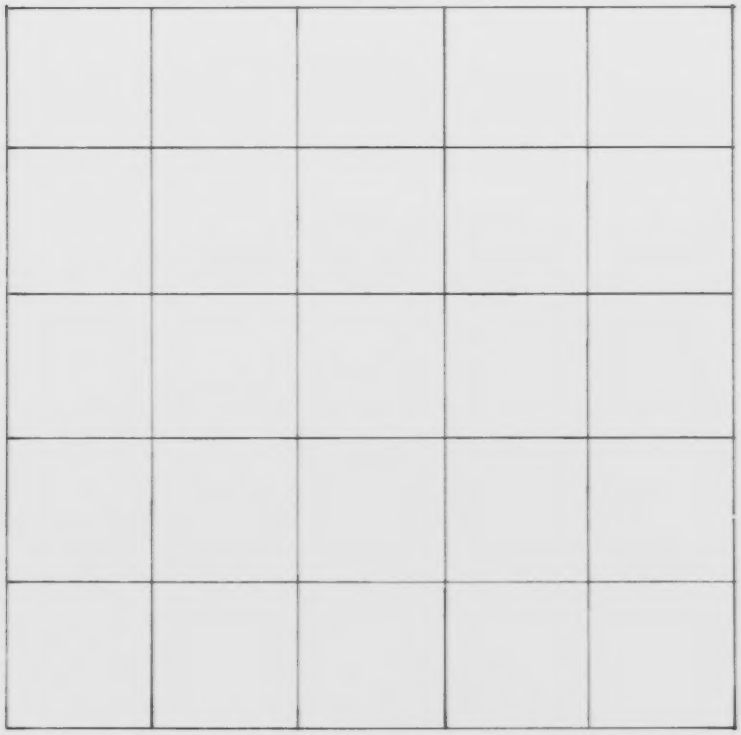
Grade level: 1-5

Objectives: To label the position of a sound in words
To name a word beginning with a given sound

Materials: A gamesheet and buttons (for markers) for each student
Word lists or word cards

Draw the gamesheet as shown. Then write the letters B, M, E (Beginning, Middle, End) randomly in the squares on each one. Give each student a gamesheet.

Read a word from the list or show a word card. One student names the position of the sound. If correct, the student places a marker on the corresponding letter. The students either may take turns naming the position, or they may volunteer the answer. The first student to have five markers in a row wins the game.



Sound Cross

Maria Dutra

Grade level: K-3

Objectives: Game #1. To correctly articulate a target sound in words
Game #2. To correctly articulate a target sound in sentences

Materials: A spinner
A gamesheet and pencil or crayon for each student

A variety of target sounds can be used in this activity. Words should be changed regularly.

Draw a gamesheet as shown. Write a word containing the target sound in each of the numbered boxes. Reproduce the gamesheet. Give one to each student.

Game #1. Explain that the object of the game is to correctly articulate all words within the sound cross. Instruct the students to spin the spinner and choose a box that contains the number spun. The student reads the word and correctly articulates the target sound. (The nonreading student correctly repeats the target sound in the word.) The student puts an X in the box containing the correctly articulated word. The first student to put an X in all boxes within the sound cross wins the game.

Game #2. Instruct the students as above. The student uses the target sound in a sentence before putting an X in the numbered box.

6	5	4	3	2
2	3	6	5	1
1	4	5	2	6
4	2	FREE ☆ SPACE 3	4	5
5	1	2	1	4
3	6	1	6	3
2	3	4	5	6

Tippy Turtle

M. Kathryn Dougherty

Grade level: K-3

Objectives: To produce the target phoneme in multiple positions
To produce the target phoneme in a carrier phrase

Materials: A gamesheet for each student
A one-inch square of paper

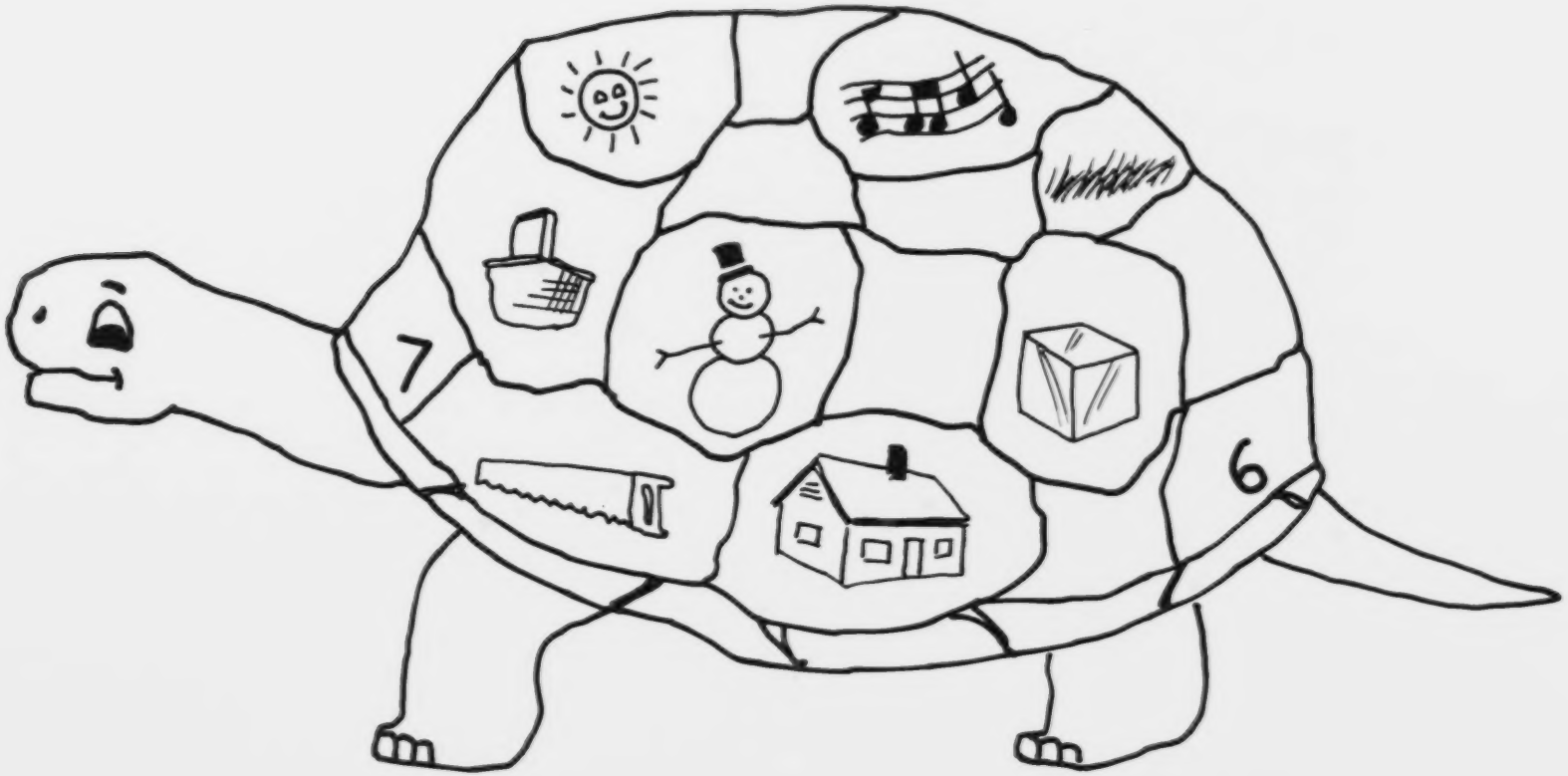
This activity gives the student opportunities to use the target word many times. The game can be played in the therapy session. It also is a good activity for home practice.

After identifying all the words on the gamesheet, the clinician (or parent) covers one of the pictures and says, "Tell me the one I covered." If several students are participating, the one who guesses correctly covers the next picture.

When all the pictures have been identified and practiced, the clinician (or parent) turns the gamesheet face down and asks the student to name all the pictures from memory.

Then the clinician (or parent) says, "Tippy Turtle is carrying so many things! He might tip over! Let's help him carry something. I will carry the _____. Who will carry something else?" The student responds, "I will carry _____." Play continues until all articles have been named.

Tippy Turtle



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Who Will Be the HAM?

Mary Kay Davis

Grade level: K-6

Objectives: Game #1. To correctly articulate the target sound in a word
Game #2. To correctly articulate the target sound in a sentence
Game #3. To classify items belonging to a specific category

Materials: Pink construction paper
Pencil
Laminating material
Scissors
Grease pencil

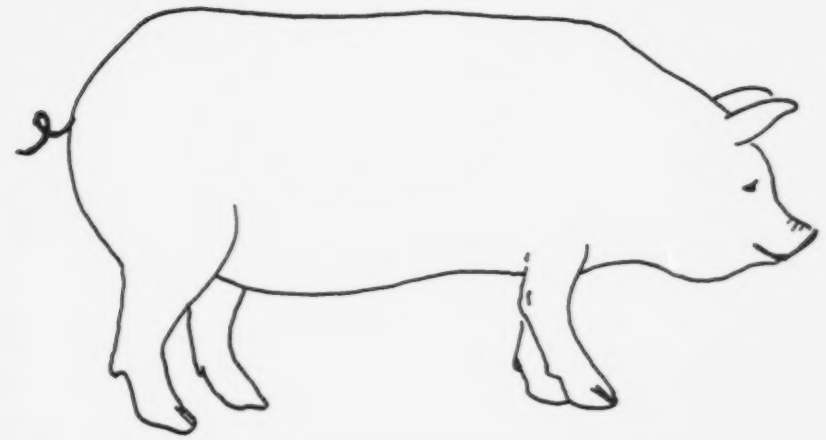
Reproduce 50 pig shapes on construction paper. Laminate the paper and cut out the pigs. On one pig card, write HAM. On each of the remaining cards, write a stimulus word containing the target sound. Use a grease pencil or crayon, so cards can be reused for other sounds.

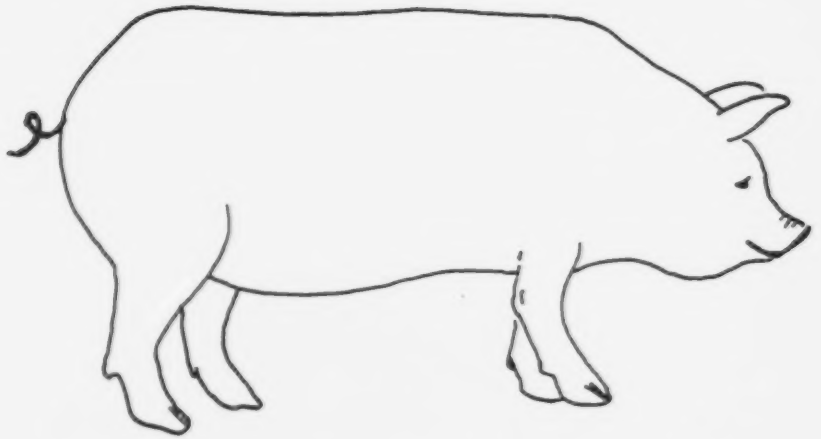
Game #1. Instruct the students that they are to say the word on the card as it is presented. (For nonreaders, model the word or use picture cards.) After saying the word correctly, the student may keep the pig and request another card. Each student may request up to three cards. The student who draws the HAM card must give all cards back to the clinician.

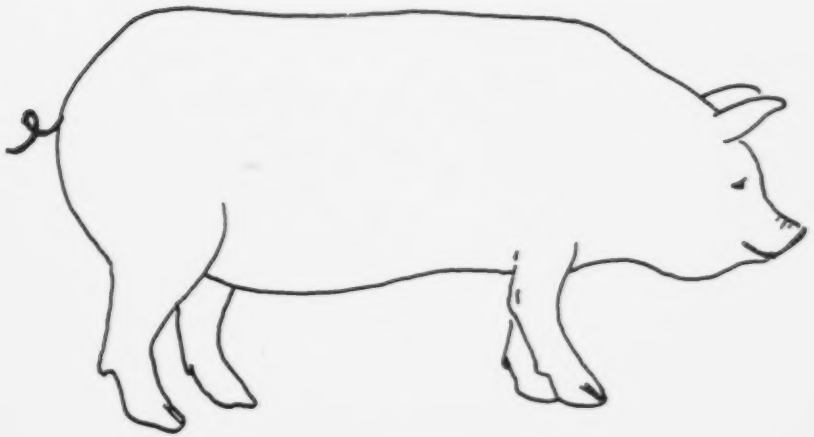
Another method of playing is to give each student only one turn. Play continues until someone gets the HAM. When all cards have been dealt, the player who has the most cards wins the game.

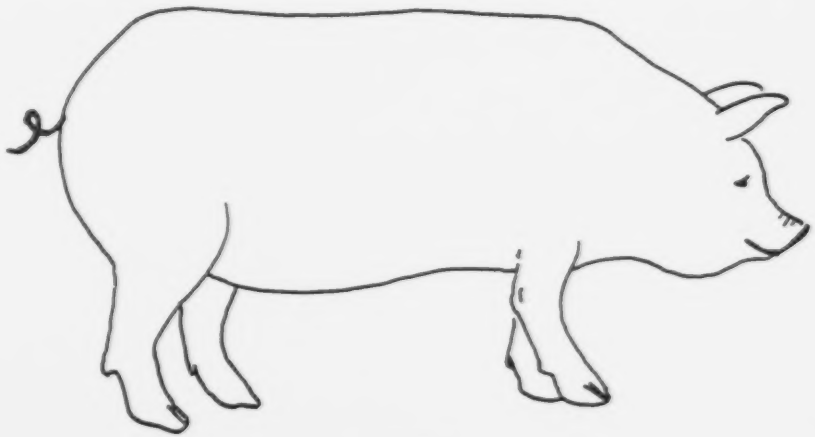
Game #2. The game is played as above, with the student using the word in a sentence.

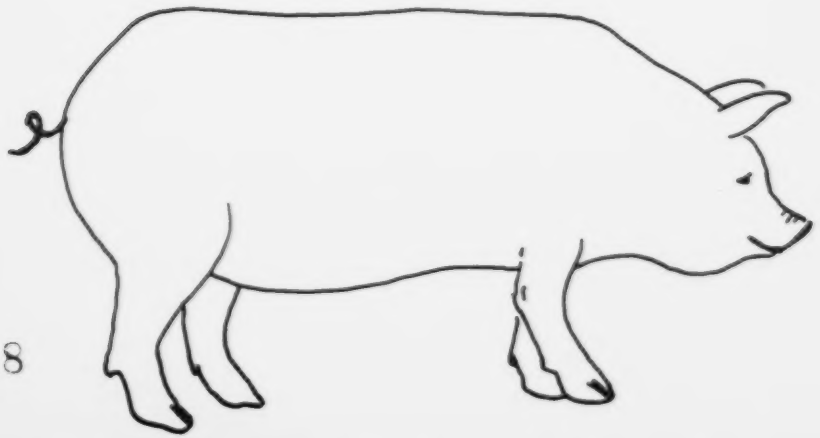
Game #3. Write a word on each pig card, using words from various categories. Write an equal number of cards for each category. Call out a particular category, and then give each student a card. In turn, a student says "Yes" or "No," stating whether the card dealt is in the category called. If the answer is correct, the student may keep the pig card; but if not correct, the student must return it. The player who is dealt the HAM card must return all cards. When all cards have been dealt, the player who has the most cards wins the game.

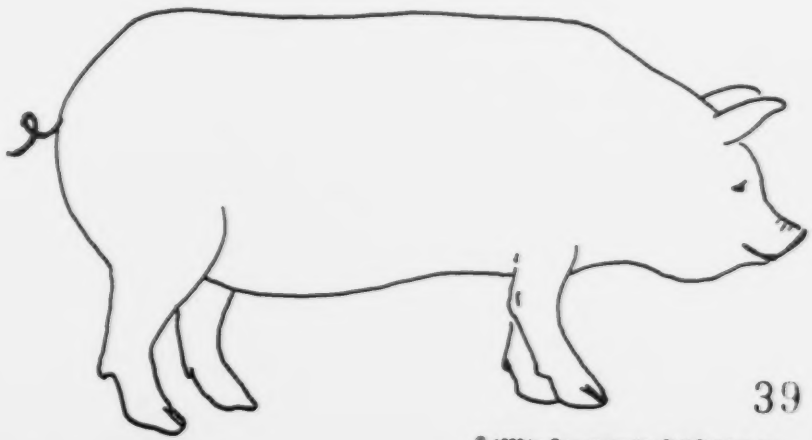












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Step Up to a Good Breakfast!

Lynn Sullivan

Grade level: PK-2

Objectives: To correctly articulate the target sound in food names
To respond with a complete sentence, facilitating carryover
To become aware of nutritionally sound breakfast foods

Materials: A gamesheet and marker for each student
Picture cards showing food items

This versatile game can be used with students who are working on different sounds. It works well in a therapy group that combines speech and language remediation.

Draw the gamesheet as shown below. Give a copy to each student.

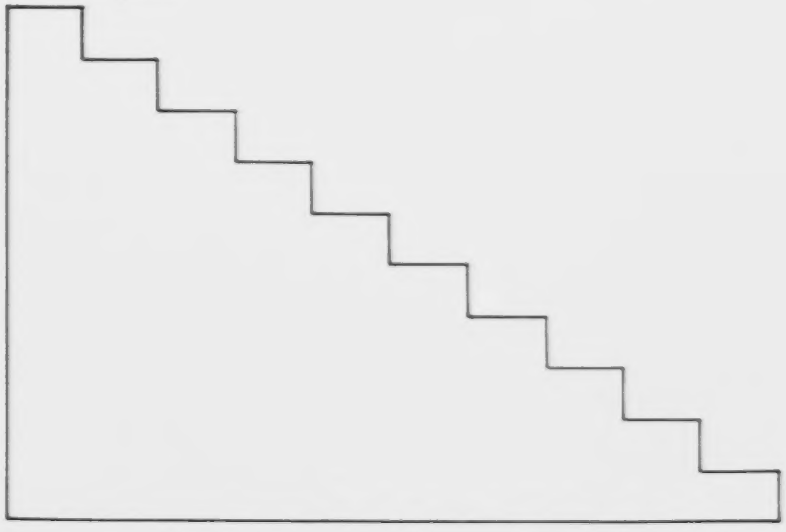
In turn, the students take a card, identify the food pictured, and tell whether it would be part of a good breakfast.

Students at the word level will determine whether the word has their sound, and then will produce it correctly.

Students at the carryover phase of articulation therapy will correctly produce the word in a carrier phrase. The phrase can be adjusted to provide for various target sounds. For example:

I would **l**ike _____ for bre**a**kfa**s**t.
I do not **th**ink _____ is good for bre**a**kfa**s**t.

If the food is a good breakfast choice, and if the sounds are produced correctly, the student moves the marker up one step on the gamesheet. The first student to reach the top step wins the game.



Mend My Broken Heart

Phyllis Thomas

Grade level: K-6

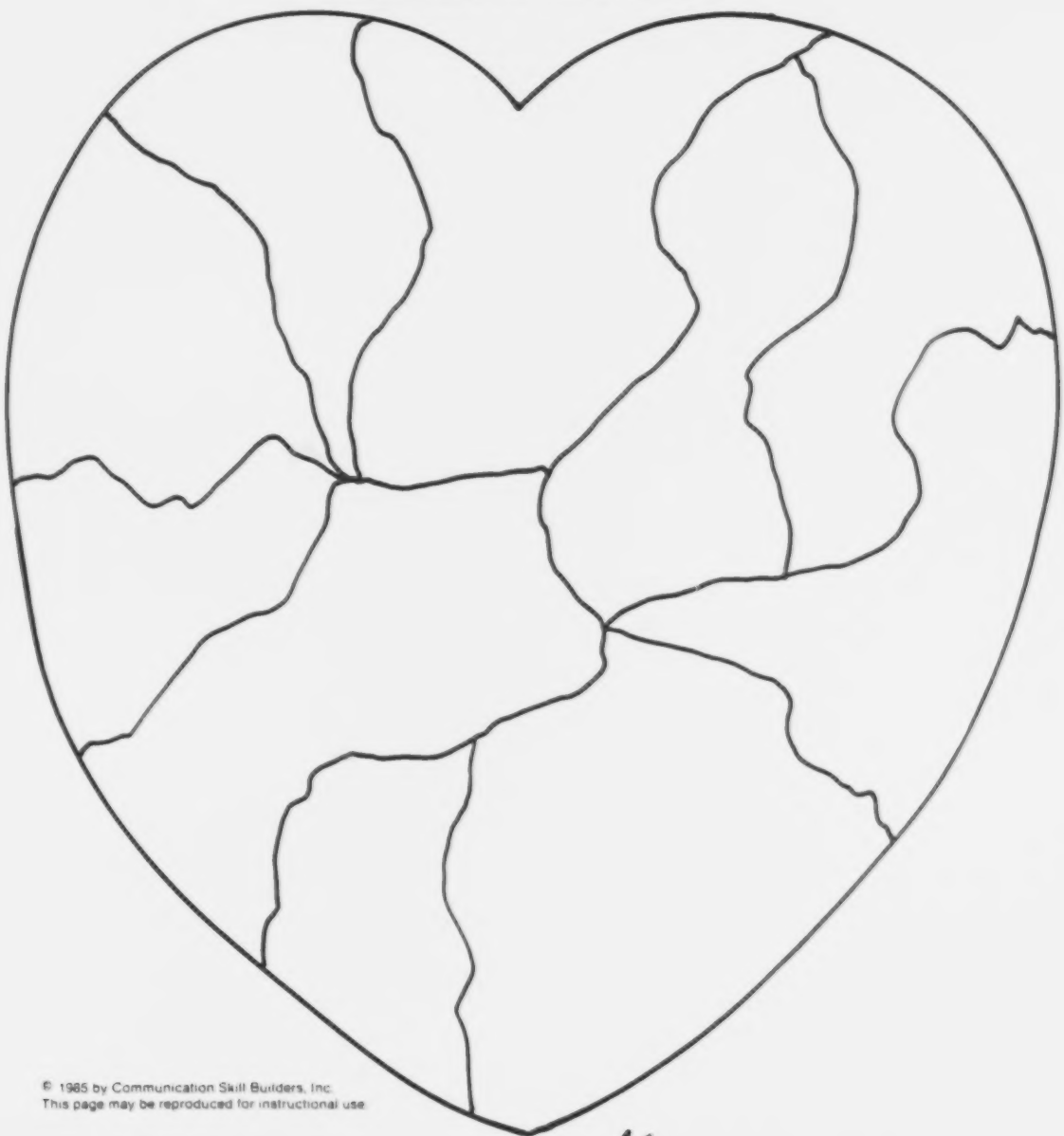
Objectives: Game #1. To correctly articulate the target sound in words and sentences
Game #2. To correctly define new vocabulary words

Materials: A gamesheet for each student

Game #1. As a home assignment, the student writes words that contain the target sound in the spaces on the gamesheet. In the next therapy session, the student articulates the words and uses them in sentences. The sentences can be used as an additional home assignment.

Game #2. The clinician provides recently learned vocabulary words as stimuli. The student responds with correct definitions. The words are written in sentences for home assignment.

Mend My Broken Heart



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Racing Sleighs

Betsy Kentner-Comeau

Grade level: K-4

Objective: To correctly produce the target sound in isolation, syllables, words, or sentences

Materials: A spinner
A gamesheet and marker for each student

In this versatile game, each activity sheet is individualized to meet each student's specific needs. Different target sounds may be practiced within the group.

Reproduce a sleigh marker and a gamesheet for each student. Write the symbol for the target sound (in isolation, syllables, or words) in each section of the trail. The students take turns using the spinner, saying the target sound, and moving along the gamesheet. The first student to cross the finish line is the First Place Winner. Play continues until all players have crossed the finish line.

SLEIGH MARKER

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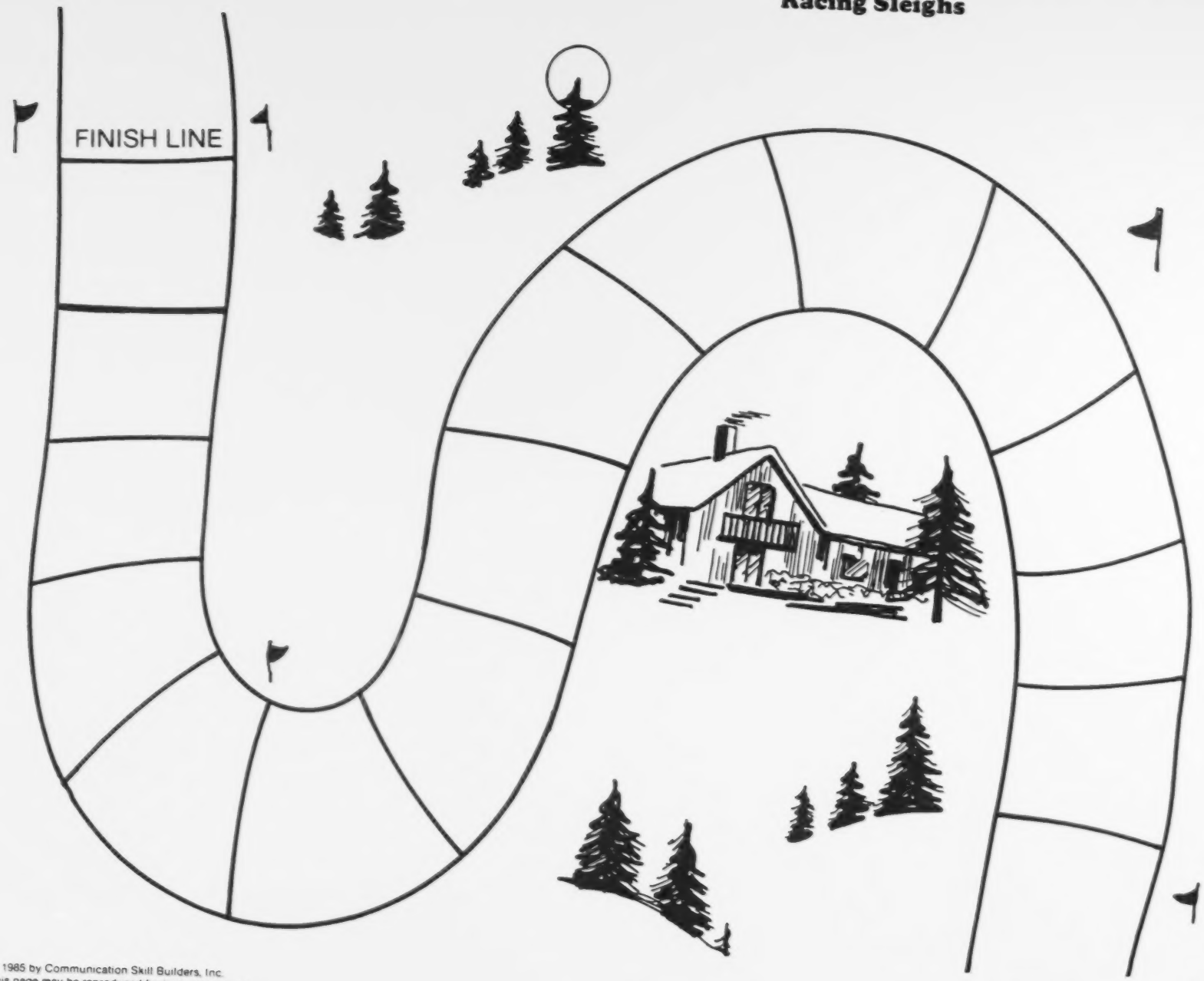
Racing Sleighs



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Sic-Sac-Soe

Linda A. Boulange

Grade level: 2-6

Objectives: To correctly produce /s/ in words and sentences

Materials: A gamesheet for each student

Draw tic-tac-toe grids. Fill in words containing the target sound, as shown below. Reproduce the gamesheet and give one to each student.

The game is played as regular tic-tac-toe, but the student says "I put my X (or O) on _____" before marking a word. At a higher skill level, the student also uses the word in a sentence. Play continues until one player has three marks in a row horizontally, vertically, or diagonally.

Sic-Sac-Soe Sample

see	said	seed
sun	supper	sing
soup	saw	say

sick	sand	since
sea	soon	send
some	sell	song

sat	seven	Sam
size	Sally	silly
soap	sale	second

south	salt	sight
silk	safe	sorry
sir	sew	sound

seal	sold	sail
sofa	saddle	sink
sold	some	sung

sock	seat	season
Santa	six	self
sour	seven	sister

Your Time to Talk

Vereen Ann Nordstrom

Grade level: 2-6

Objective: To reinforce the target sound in carryover activity

Materials: A gamesheet for each student
A button

Prepare and distribute gamesheets, as shown below. Give one to each student.

With eyes closed, the student drops a button on the gamesheet to determine a topic to talk about. A specific time limit, which can vary depending on the individual student, is determined by the clinician. The student marks off the topic on the gamesheet after completing the task.

Variation: The student who drops the button can interview another student in the therapy group. In this way, both students receive speech reinforcement.

Your Time to Talk

Name _____ Date _____

a place you would like to visit	a pet	your best-liked school subject	a scary time you have had
the funniest thing you have ever seen	your favorite meal	your favorite person from TV or the movies	your views on homework
a winter sport	your favorite vacation	the best present you have ever received	a favorite after-school activity
your least-liked school subject	your favorite TV program	your favorite movie	a summer sport

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Articulation Penny Toss

Patricia Joyce-O'Toole

Grade level: 2-8

Objective: To correctly produce the target sound

Materials: 16 to 30 paired articulation cards
A penny for each player

This game provides a new activity on the way to carryover. It can be used with students who are working on different articulation sounds.

Place all cards face up on the table, in equal proximity to all players. The students take turns flipping a penny to land on the cards. When the penny lands partially or wholly on a card, the student labels it, correctly uses the word in a sentence, and picks up the card. If an articulation error occurs on the target sound, the student does not receive the card. Play continues until all cards are taken. The player who has the most matched cards wins the game.

Parking Lot

Barbara F. Eichelberger

Grade level: 3-8

Objectives: To reinforce articulation skills
To stimulate creative thinking
To develop self-monitoring skills

Materials: Bristol board
Construction paper
Folding bristol
Ruler
Marking pen
Scissors
A marker for each player

This flexible "game of chance" can be adjusted to meet individual students' needs, age, and ability. Self-monitoring and thinking skills are strengthened while articulation skills are practiced.

Reproduce the gameboard and the cars on construction paper. Cut out the cars and write each player's name on one. Rule the folding bristol into twenty sections. Number them and write directions that become progressively more difficult; the higher the number, the more challenging the task. Cut the sections into game cards.

The students take turns selecting a card, moving a car to the parking spot number designated on the card (either forward or backward), reading the directions, and responding appropriately. The player who reaches Parking Place #20 first (or who is closest to that spot at the end of a predetermined time) wins the game.

Sample Cards

5. Name two things with your sound that are outside. Use both words in a sentence.
7. Find five things in this room that have your sound.
8. Name all the months of the year that have your sound.
15. Tell three things you did in school today. Use your good sound.
20. Tell a story. Use at least five sentences.

(continued on p. 32)

Variation: This activity also can be used to strengthen language skills. Some questions might include these:

1. Make up a sentence using all the words in the group:
   a. favorite / my / food
   b. hurt / fell / arm
   c. ambulance / call / hurry
   d. third / finished / first

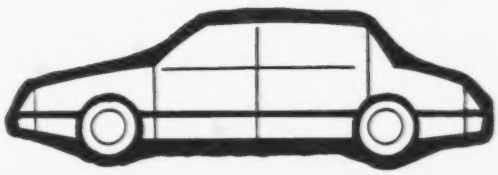
4. Name two things that:
   a. can roll
   b. taste sour
   c. can be used for cleaning
   d. live in the sea

9. Tell what it is or what it means:
   a. float
   b. fog
   c. fold
   d. foolish

13. Tell four things you do at a birthday party.

17. Tell about something you have made.
    What do you need to make it?
    Tell three things you do to make it.

MARKER



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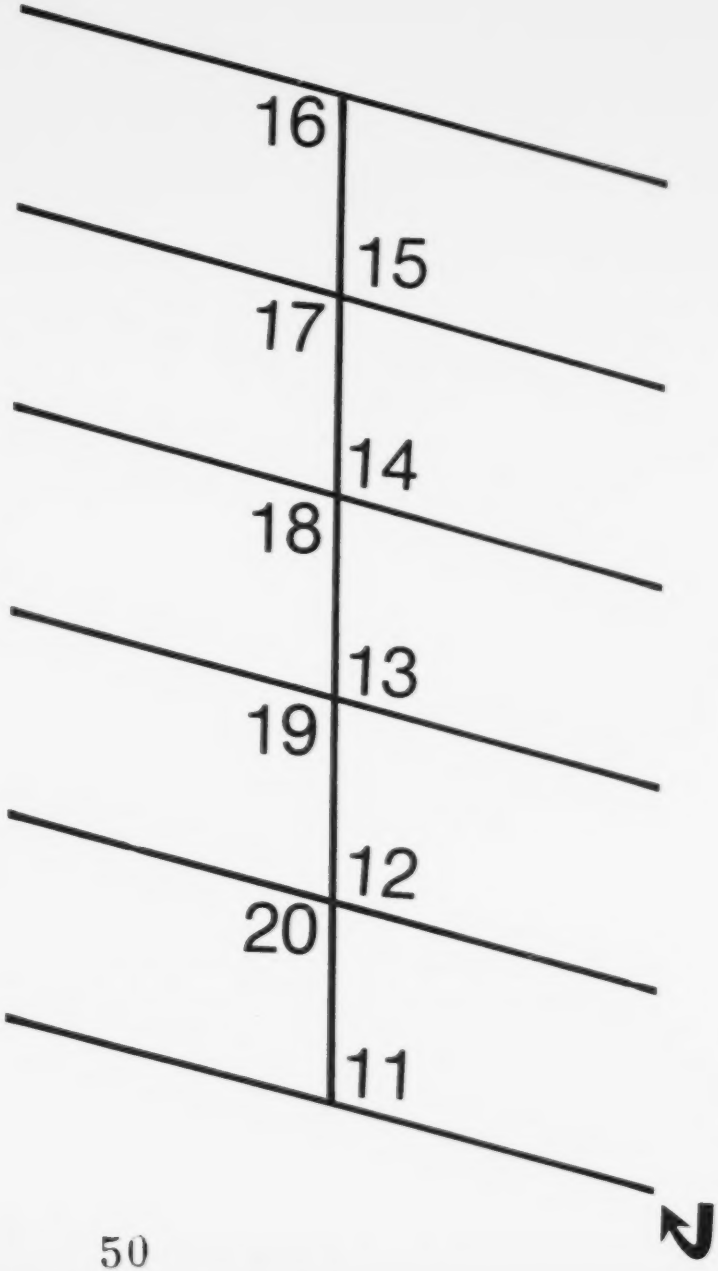
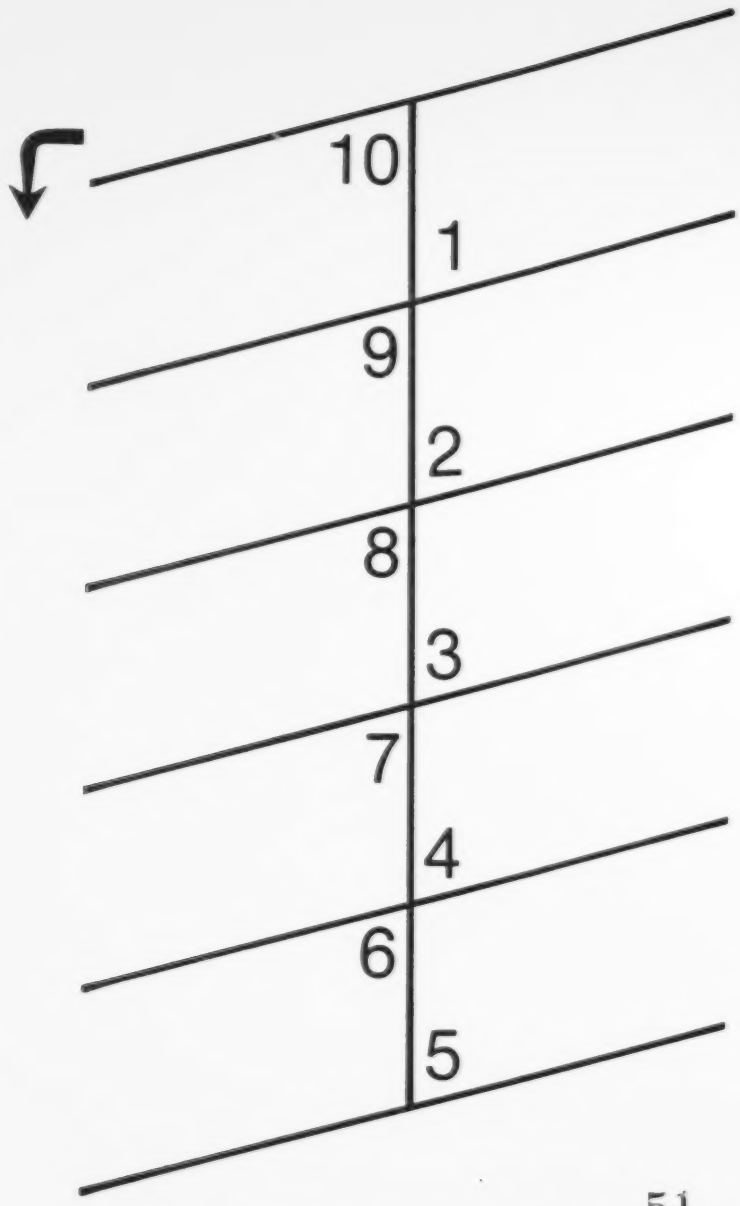
Parking Lot





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Reminder Dots

Cheryl Lynn Ward

Grade level: 2-6

Objective: To be self-motivated

Materials: Small self-sticking dots in various colors

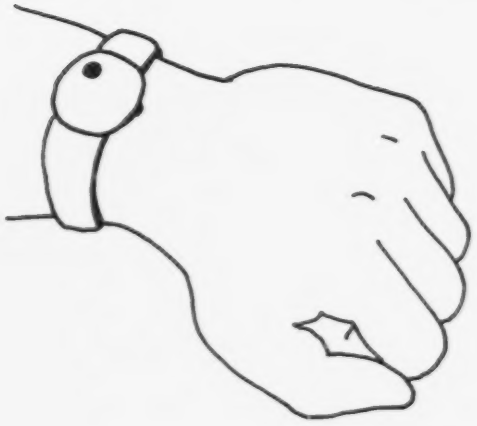
Many students in the carryover stage of therapy are frustrated by their lack of ability to use their corrected sound "all the time." Students at this stage need an extra reminder during the time they are away from speech class.

Give students a small colored dot to stick on their watch, pencil, or thumbnail. When they see the dot, they are reminded to speak correctly.

The students can keep a log of how many times each day the dot helps them "get back on the track."

During therapy time, "dot stories" provide some valuable spontaneous conversation. The stories often are funny and enjoyable to relate.

The students are always happy when they discover they are speaking correctly when they notice the dot!



Speech Pocket Practice

Kathie Harrington

Grade level: 2-6

Objective: To provide motivating reinforcement

Materials:
Construction paper
Marking pen
Scissors
Glue
Craft sticks
Small prizes
A library book pocket for each student

"Speech Pocket Practice" motivates students to develop speech and language skills.

Cut 3" circles from construction paper. On each circle, write LANGUAGE IS MY BAG and the student's name. Cut out the circles and glue one on each library book pocket. On craft sticks, write target words, language concepts, or questions that require the student to respond with the target sound. Make a container for the sticks. Tack the pockets and the container of sticks on the bulletin board.

After obtaining 90% or more accuracy in a therapy session, the student may take a stick, read the word or answer the question or concept, and place the stick in the pocket on the bulletin board. When ten sticks have been earned, the student is awarded a small prize and may take home the pocket.

Break the Bank

Jill Dejewski Edwards

Grade level: PK-6

Objectives: To provide reinforcement across interpersonal bounds: Students can visually compare their performance with that of the other children

To provide reinforcement across intrapersonal bounds: Students can visually monitor their progress

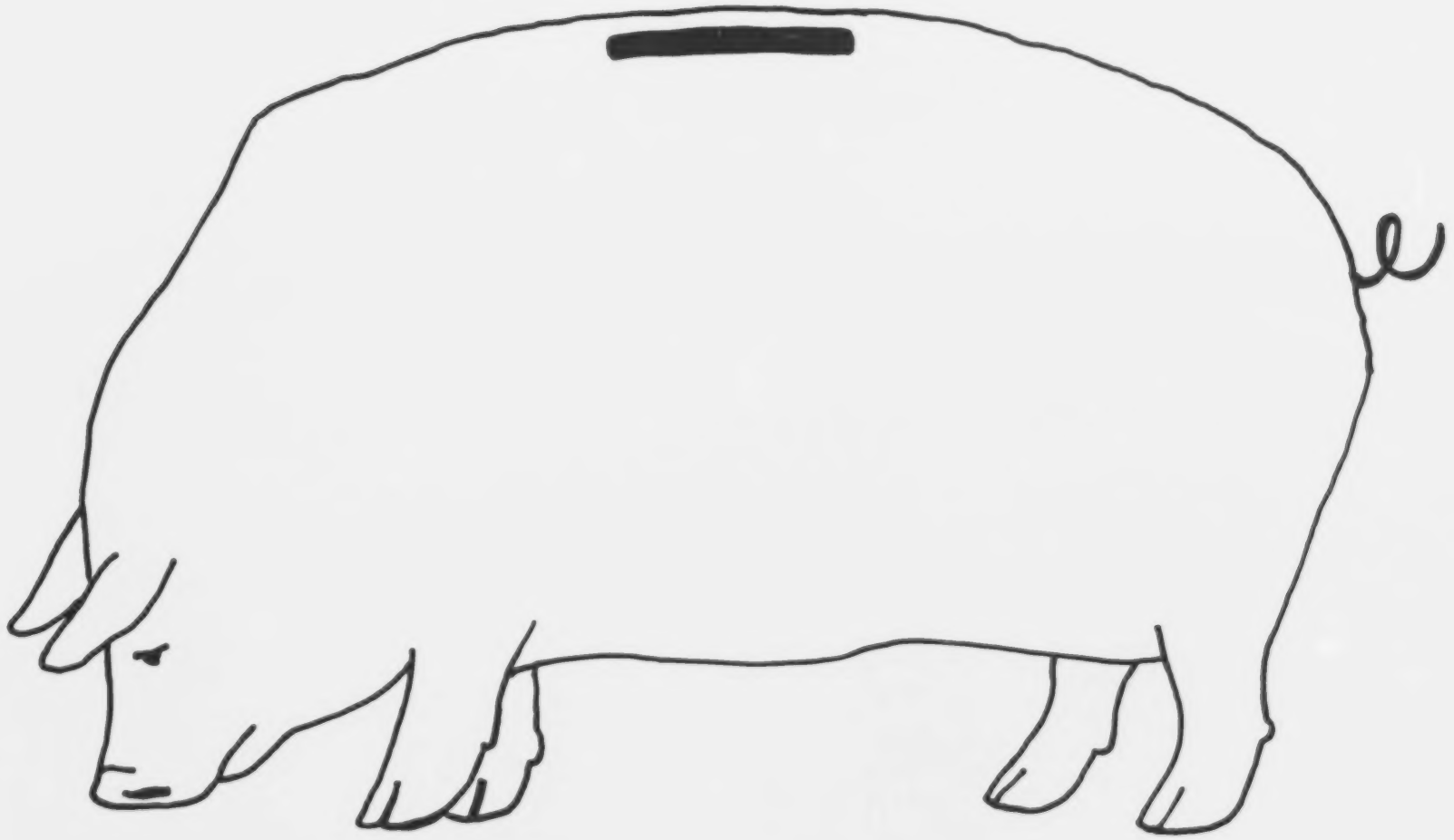
Materials:
Pink and brown construction paper
Scissors
Laminating material
Marking pen
Thumbtacks
Crayons
Small prizes

This reinforcement game will last an entire semester or longer; the clinician can control the length of time by varying the number of squares on the hammer. The "piggy banks" can be laminated for reuse, but the students may take home their completed hammers.

Reproduce the "piggy bank" on pink paper and the hammer on brown paper. Make a set for each student. Cut them out. On the back of each pig, write a prize that will be awarded for good performance. (Pens, markers, stickers, and note paper are good gifts.) Tack the pigs on the bulletin board. Write each student's name on a hammer.

On the first day of therapy, distribute the hammers and have the students tack them to the bulletin board. Explain the rules of the game: Each good performance during a speech session, on homework, and so on, will be rewarded by having the student color one of the squares on the hammer. When all the squares have been colored, the student may "break the bank" by selecting a pig, turning it over, and receiving the prize written on the back.

Break the Bank



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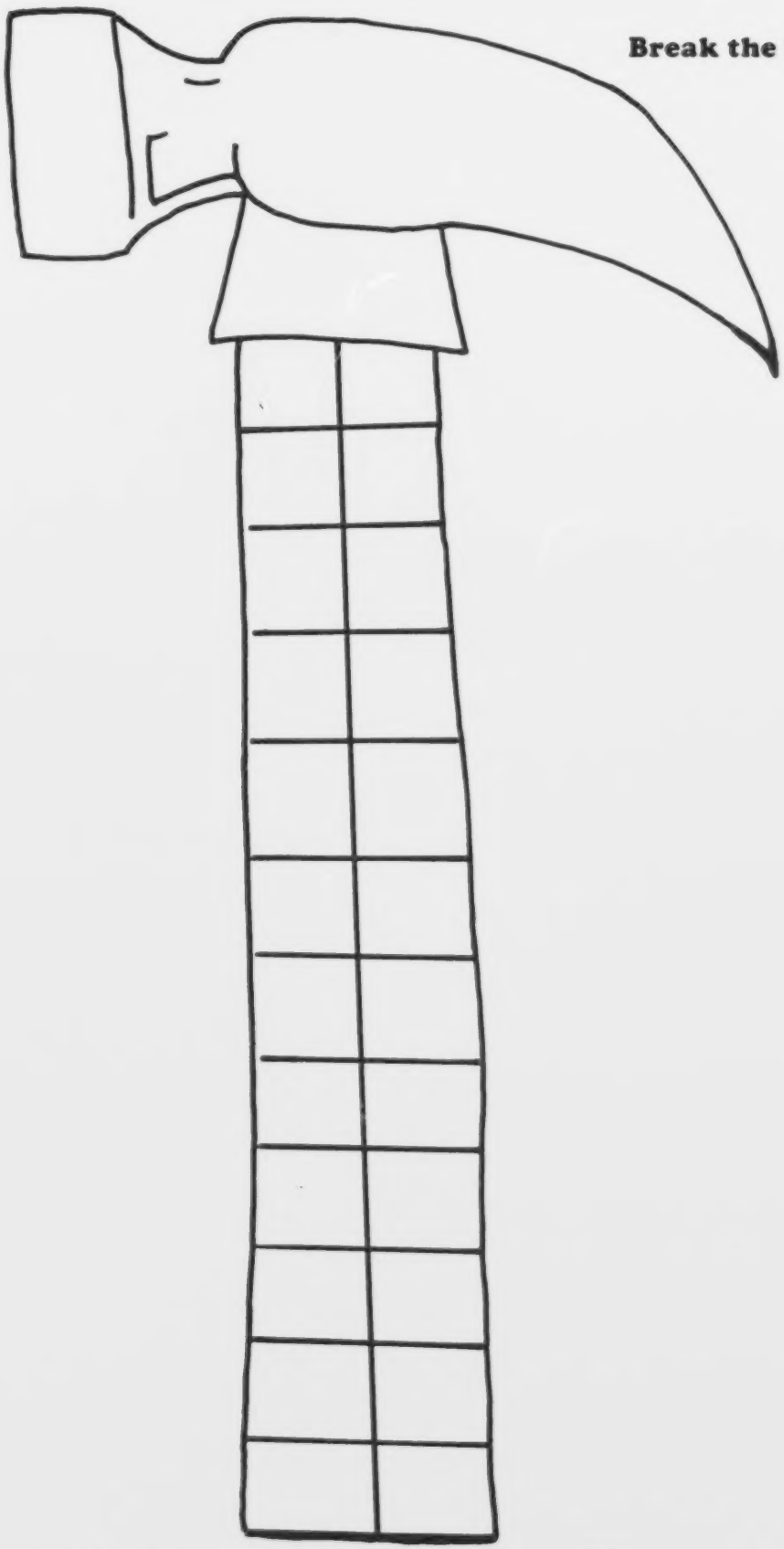
Break the Bank



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Language

The diverse nature of language and language remediation is reflected in the wide variety of suggestions in this section.

Ideas for vocabulary, syntax, pragmatics, description, listening, and other areas are offered for preschool through secondary students.

Following Directions

Carol S. Crabb

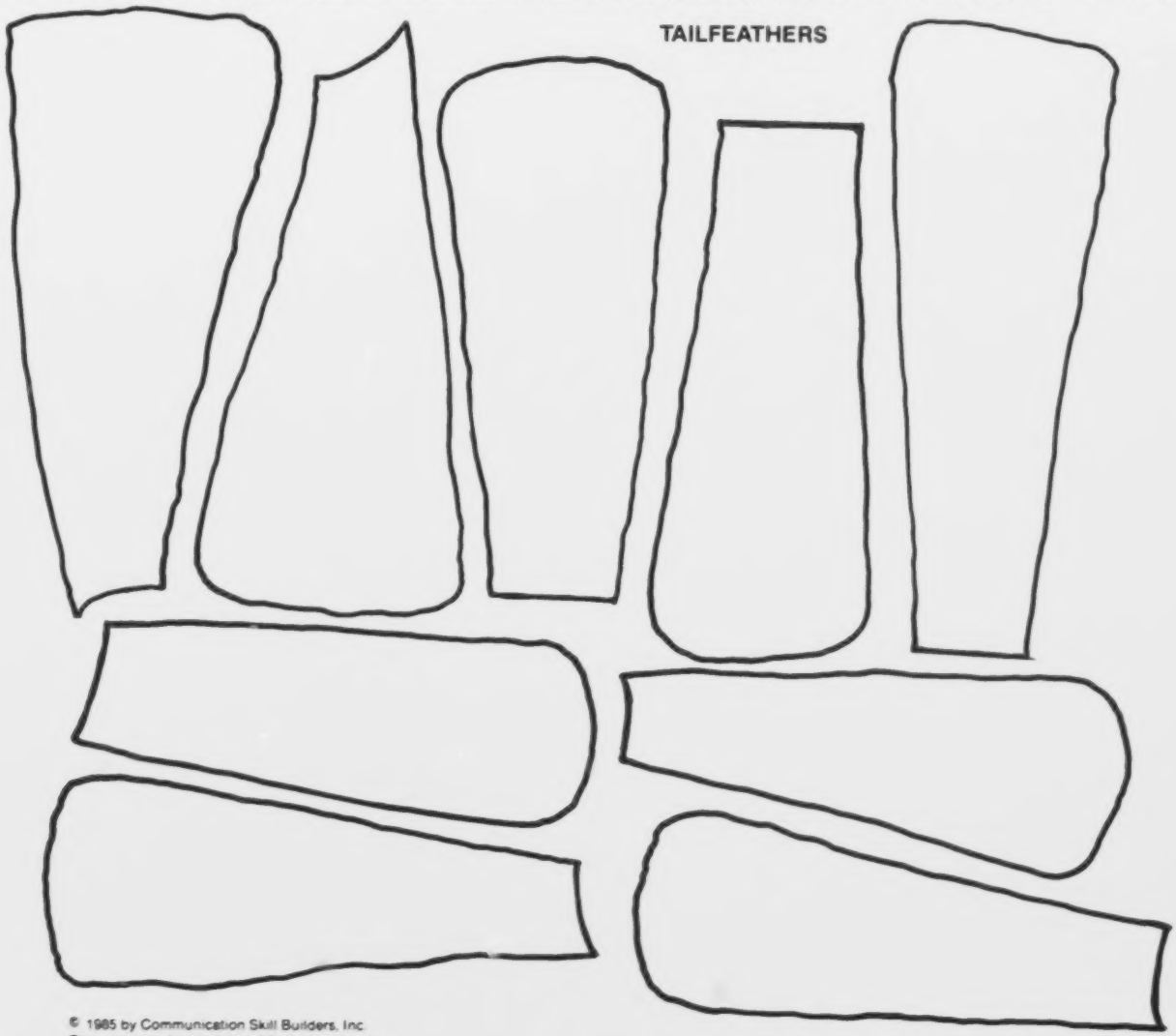
Grade level: PK-5

Objective: To correctly follow three- or four-step directions

Materials:
Posterboard
Construction paper
Scissors
Marking pen
Thumbtacks

Reproduce the turkey on posterboard and the tailfeathers on construction paper. Write three- or four-step directions on each feather. Place the feathers on the table and tack the turkey on the bulletin board. The students take turns drawing a feather from the pile, handing it to the clinician to read, and following the directions in the order presented. The student then tacks the feather in place.

The game can be reversed by placing the feathers on the turkey, then having the students take turns selecting a feather. The student follows the directions in sequence and keeps the feather. The student who collects the most feathers wins the game.



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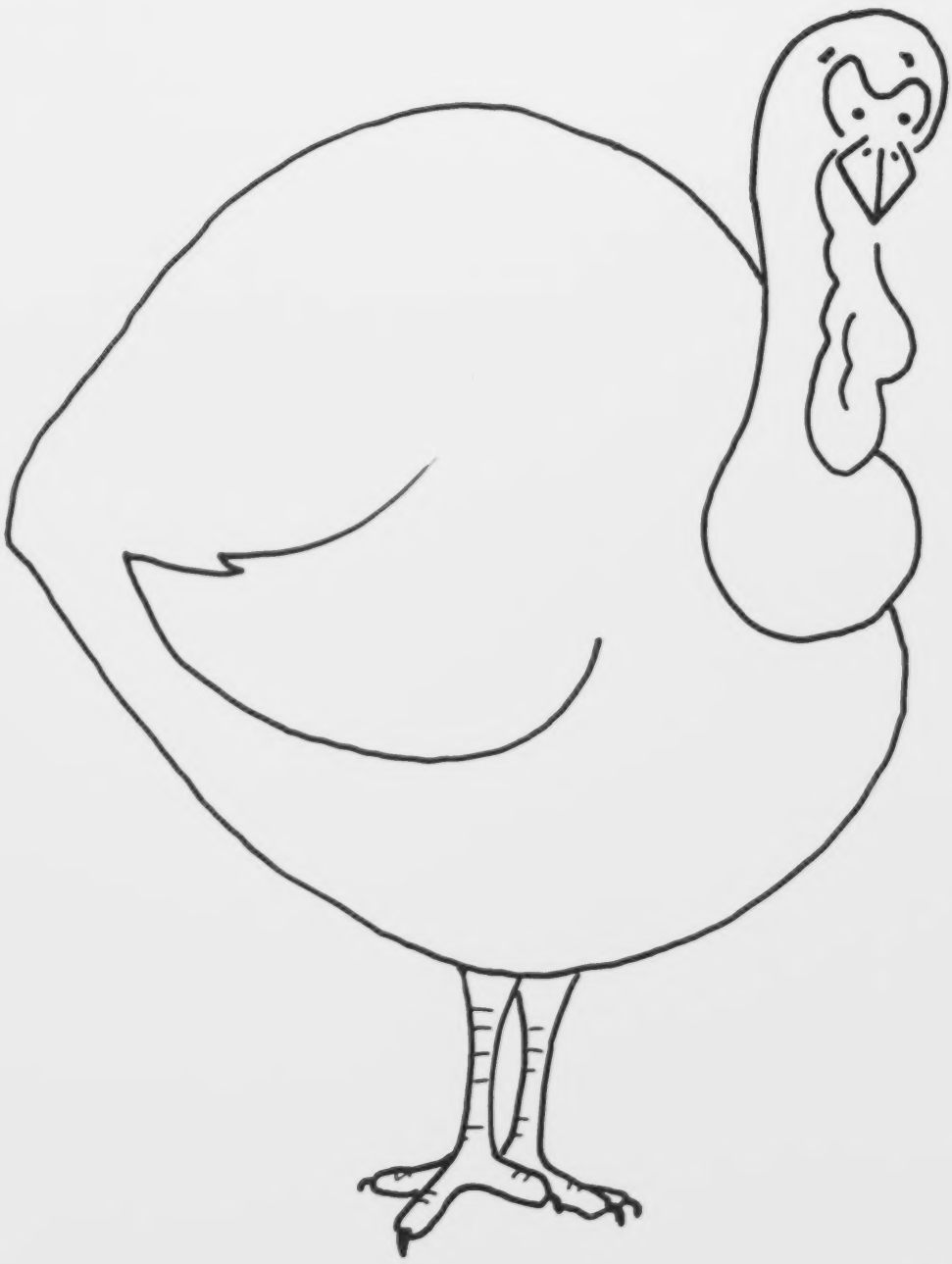
Following Directions



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Pass the Plate

The Communication Skill Builders Consultant Staff

Grade level: PK-K

Objective: To correctly identify two or more characteristics of a given object

Materials: Paper plate
Two sizes (big and little) of red, yellow, and blue construction paper circles

Distribute the construction paper circles. Describe each circle ("big red circle") with the students. Then pass the plate, saying, for example, "If you have a little yellow circle, put it on the plate."

The Sounds Around

The Communication Skill Builders Consultant Staff

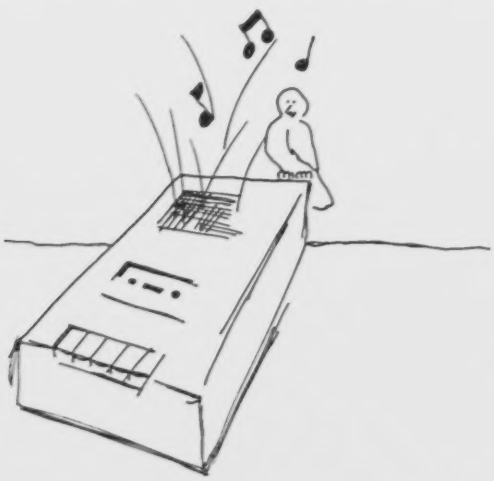
Grade level: PK-K

Objective: To correctly identify sounds

Materials: Tape recorder

During the day, record familiar sounds, such as a bell ringing, water running, and children playing. Play the sounds back for the students to identify.

Learning Center Adaptation: Take photographs to accompany the sounds. Have the students listen to the tape recording, then find the matching photograph.



Mystery Target

Carolyn M. Blagden

Grade level: 1-10

Objectives: Game #1. To respond to yes/no categorization questions
Game #2. To initiate a variety of yes/no categorization questions

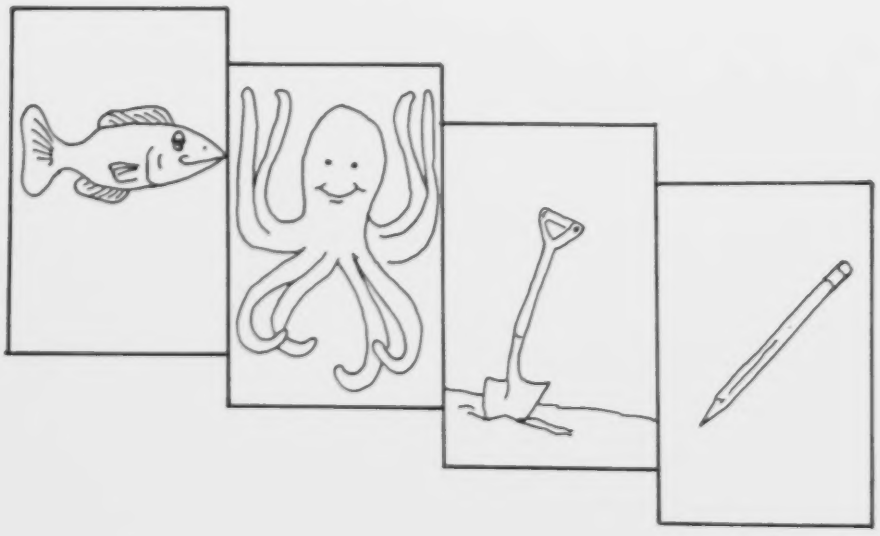
Materials: Picture cards

Game #1. Up to 40 pictures are arranged face up on the table. The student chooses one of the items without disclosing the choice. The clinician asks yes/no categorization questions of the student until the mystery target is guessed. The student responds to each question with "yes" or "no." After each response, the clinician turns pictures face down which can be eliminated from consideration. Classification categories may include size, shape, use, parts, composition, function, physiological features, and associations.

Game #2. The clinician chooses a secret item from the array of pictures. The student asks yes/no questions containing categorization elements (for example, "Does it live in water? Is it man-made?"). Depending on the response, the student turns appropriate items face down until the mystery target is guessed.

Scoring:

1 question = Outstanding
2 questions = Excellent
3-4 questions = Very good
5 questions = Fair
6 or more questions = Needs practice



Animal Farm

Lori Frost Ryan

Grade level: PK-1

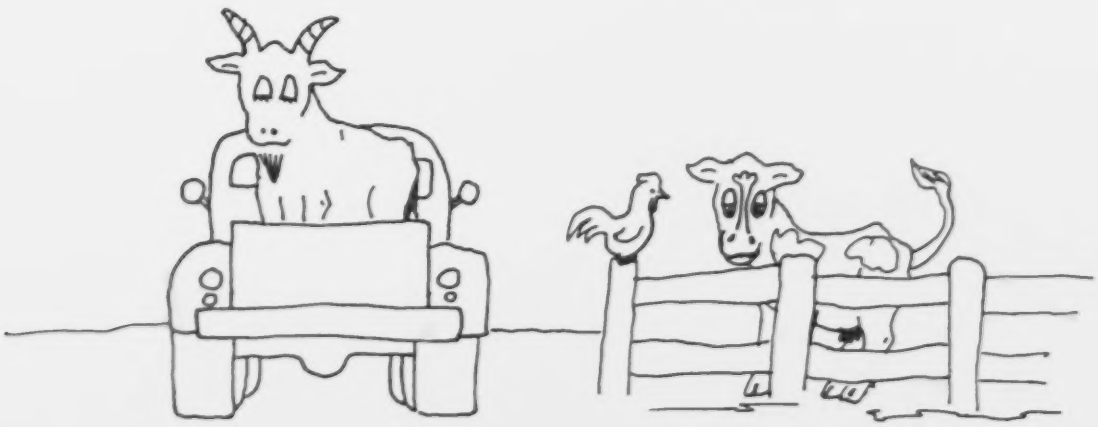
Objectives: Game #1. To select a given animal from a group of several animals, or name a given animal.

Game #2. To correctly respond to commands involving the prepositions *in, under, beside, behind, in front of*

Materials: Toy truck
Toy animals that fit in the truck bed

Game #1. Place all animals in a group in the center of the table. Depending on whether it is to be a receptive or expressive task, one student is asked to pick up a specific animal; or the student is given an animal and is asked to name it.

Game #2. The clinician "drives the truck" and asks the student to put an animal in, under, beside, behind, or in front of the truck. Then the student is directed to "drive the truck to the next student." Play continues until each student has had a turn.



Juice Can Drill

Cheryl Lynn Ward

Grade level: K-3

Objectives: To create materials for practice at home on articulation or language skills focusing on personal speech goals

To listen to and follow oral directions

Materials: 12- or 16-ounce juice cans with both ends removed
Posterboard
Scissors
Tape
Laminating material
Sheets of pictures that focus on the student's needed skill area (articulation, language, vocabulary)

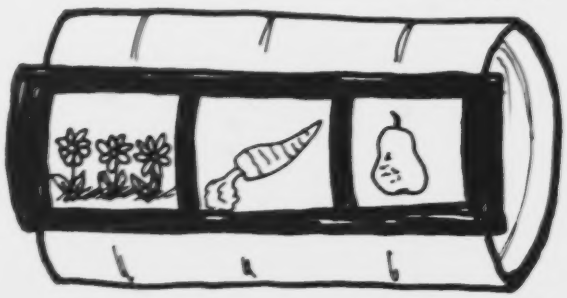
This activity creates a motivating practice tool. The spontaneous speech generated in making the project is just as useful as the practice with it afterward.

The clinician gives the students sheets of pictures that focus on their speech skill. The students color the pictures, cut them out, and glue them on strips (see Design 1). For an articulation can, place the pictures in rows of initial, medial, and final position phonemes. For a language can, make fours strips: a noun/pronoun strip, verb strip, article strip, and object strip. Laminate the strips to protect the pictures and prevent the pictures from coming off the strip. Tape the strips around the can so they move freely. Cut out a piece of posterboard the same size as Design 2. Slash along the dotted lines. Tape the slashed sections through the center of the can, creating a window where you can see only three or four pictures.

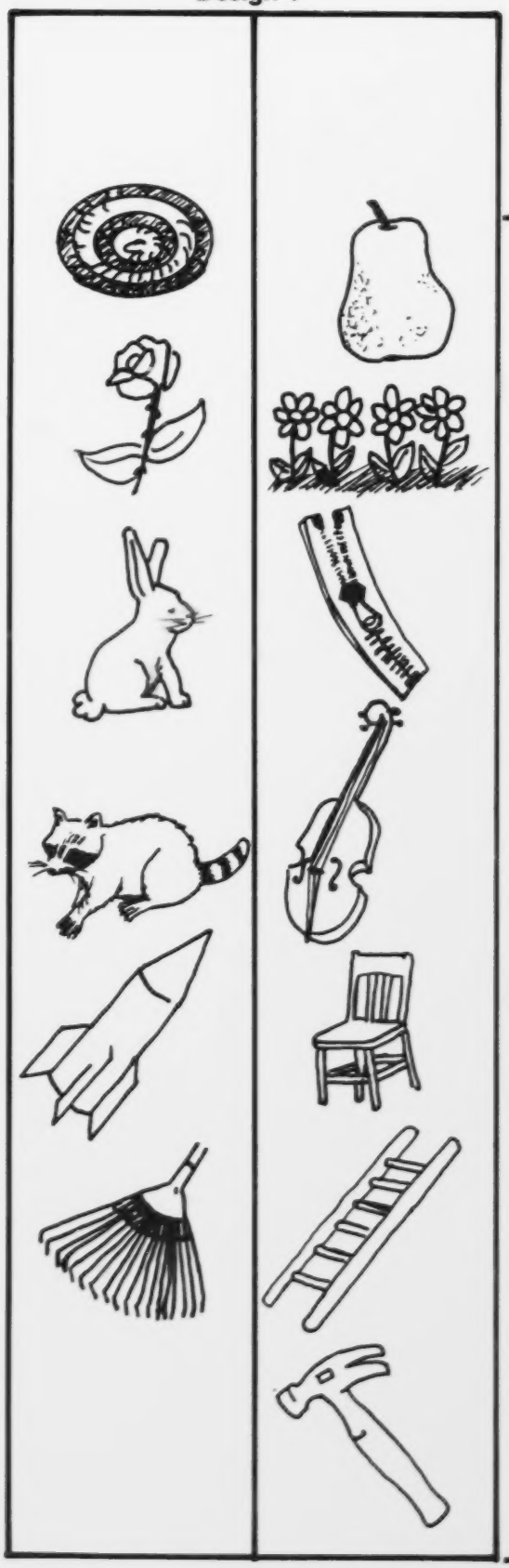
Articulation students can create sentences for each word, group words with common characteristics, or make one silly sentence using all three words that are showing.

Language students can create a variety of sentences by changing the word order, match vocabulary words to their pictures, or categorize pictures.

(continued on p. 46)

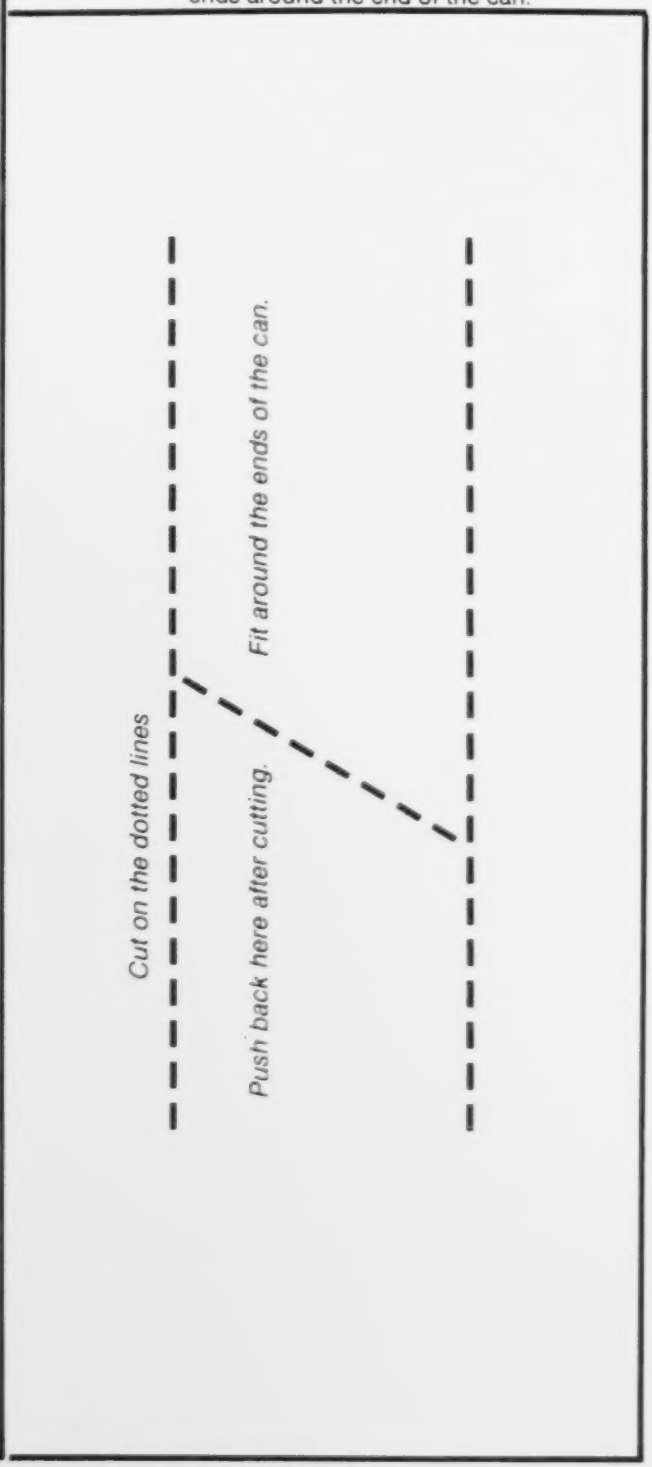


Design 1



Glue pictures on colored paper. Laminate. Cut into strips and tape around the juice can so the strips move freely. Do not tape to the can. Use 16-ounce cans if you need four strips for a language activity.

Make the piece below on heavy posterboard. Laminate. Cut along the dotted line. Slip ends around the end of the can.



Design 2

Good Listening at the Restaurant

Lynn Sullivan

Grade level: K-2

Objectives: To increase auditory memory skills by listening and recalling three items

To use a complete sentence to make a request

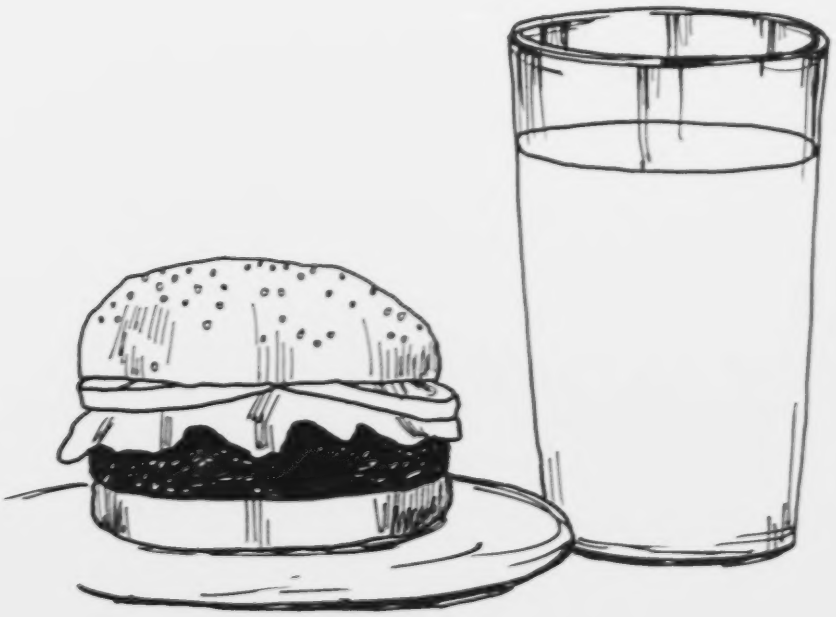
Materials: Large pictures of food items

This auditory memory activity can be altered easily to be more difficult (by requiring recall of four or five items) or less difficult (by requiring only two items). It provides opportunities to work on many language skills and increase vocabulary.

The class discusses going to a restaurant, what a menu is,and the job of waiter or waitress.

"Menu items" (food pictures) are identified and displayed on the chalkboard ledge. One student is chosen to act as waiter or waitress. That student goes to three other students ("customers") to take their orders. Each student orders one item from the menu. The student uses a complete sentence ("Please may I have some soup" or "I would like a hot dog"). The waiter or waitress listens to all three requests, takes the correct food pictures from the ledge, and serves them to the customers.

The class applauds the waiter or waitress who is a good listener. Play continues until each student has had a turn.



Who Has It?: Have/Has Copular Verbs

Cindy Stone Peak

Grade level: 1-4

Objective: To understand and use the copular verbs *have* and *has* appropriately in sentences

Materials: Templates of boy and girl
Picture cards

An articulation deck may be used instead of picture cards, if you wish to work indirectly on articulation.

Place a template of a boy or girl on the outside of two file folder pockets. Select two object picture cards from the deck, and show them to the student. Hide one picture in each of the two pockets, and ask "Who has the _____ ?" The student guesses, and responds with a complete sentence ("He/She has the _____ "). The student keeps the picture card if the guess is correct.

The activity may be reversed by allowing the student to hide the cards. The clinician then guesses who has the picture. The student reveals the hiding place and provides the correct answer ("He/She has the _____ ").

To elicit the *have* verbs, place two boys or girls on the outside of the pockets. The student must respond with "They have the _____ " or "The boys/girls have the _____ ."

By placing a single picture on one pocket and two pictures on the other, the student is required to use both *has* and *have* verbs appropriately within the same activity.

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Who/What/Where Shapes

Kathy Oliverius Nienhueser

Grade level: 1-4

Objectives: Game #1. To demonstrate receptive understanding of *who*, *what*, and *where* questions

Game #2. To demonstrate expressive use of *who*, *what*, and *where* questions

Materials: Small objects
Templates of house, square, circle, car, boy, and girl

Game #1. The clinician places a small object and a boy or girl template inside one of the shapes, and asks one of the three question types:

Who is in the _____?
What is in the _____?
Where is the _____?

The student responds appropriately to indicate understanding of the WH question. Response may be verbal or by pointing.

Game #2. One shape template is placed on the outside of two file folder pockets. The student hides a small object or person template in one of the pockets and asks one of the three question types:

Who is in the _____?
What is in the _____?
Where is the _____?

The clinician responds with an appropriate guess, modeling appropriate sentence structure. The student then removes the hidden object or person template and tells who, what, or where it was, using appropriate sentence structure as modeled by the clinician. Points are awarded for the number of times the student is able to "fool the clinician."

Catalog Questions: Is/Are Interrogative Reversal Questions

Cindy Stone Peak

Grade level: 1-4

Objective: To demonstrate expressive use of *is* and *are* interrogative reversal questions

Materials: A catalog for each student

One student opens a catalog and chooses an object or group of objects without disclosing the choice. The student asks a question, using the appropriate *is/are* interrogative reversal (for example, "Is the shirt on page 25?" or "Are the boots on page 101?"). The student may use the actual page number or make up a false page number. The second student responds with a complete sentence ("Yes/No, the _____ is/is not on page _____."). The second student "wins" the item if the guess is correct. The clinician keeps a list of items won, in game show fashion.

Hidden Stickers: Do/Does Interrogative Reversal Questions

Kathy Oliverius Nienhueser

Grade level: 1-4

Objective: To demonstrate expressive use of *do* and *does* interrogative reversal questions

Materials: Stickers
A small partition to place on the table between the clinician and the student
Two sets of six pictures: three singular and three plural (for example, boy, girl, teacher; men, women, clowns)

Place the partition between the student and the clinician. Place one set of pictures on the student's side of the partition, and the other set on the clinician's side. The clinician "hides" a sticker on one of the cards. The student must guess who has the sticker, using appropriate *do/does* interrogative reversal questions ("Does the girl have it? Do the clowns have it?"). The pictures on the student's side of the partition provide visual reminders of the possible choices.

The student keeps the sticker if the first choice is correct. If it is incorrect, the student continues guessing until the sticker is found. The clinician then "hides" the sticker again, and play continues.

In a small group, students can take turns being the person who hides the sticker and the one who guesses who has it.

The WH Approach to Language Remediation

Kathie Harrington

Grade level: 1-6

Objective: To become familiar with sentence structures

Materials: Word lists in each of the six WH categories:
WHO = subject (noun/pronoun)
WHAT = verb (predicate)
WHERE = prepositional phrase, direct object
WHEN = adverb, preposition
WHY = prepositional phrase, conjunction
HOW = adverb, adjective

The WH approach to language remediation is based on a breaking down and building up of sentence structures. It goes from simple to complex and encompasses syntax, morphology, semantics, and pragmatics.

Prepare lists of at least 25 words in each of the WH categories. Five of the words in each category might be:

WHO
A playful mouse
A big brown dog
A quiet cat
A red rooster
A sly fox

WHAT
skipping
dancing
painting
swinging
listening

WHERE
in the house
under the bed
over the hill
on the couch
beside the door

WHEN
at ___ o'clock
in the morning
at night
yesterday
later

WHY
because she is happy
to get help
to get home
because he is hungry
because of the rain

HOW
easily
carefully
afraid
hungry
slowly

Update the lists and change the order of presentation frequently. Using a student's name and activity enhances the therapy session. Using current, popular characters also is an appropriate motivational device. Carryover is uniquely obtained with character utilization.

Examine one or two WH words at a time, with a small group of language disordered students. Teach the WH words in the following order: WHO, WHAT, WHERE, WHEN, WHY, HOW.

Do not move from Step 1 to Step 2 until the students have mastered the previous step.

Always call on different students in the group, to hold the interest of all.

Step 1—WHO, WHAT

Clinician	*Student*
The mouse was skipping.	
Who was skipping?	The mouse.
What was the mouse doing?	Skipping.
Say the whole thing.	The mouse was skipping.

Step 2—WHO, WHAT, WHERE

Clinician	*Student*
The mouse was skipping down the street.	
Who was skipping?	The mouse.
What was the mouse doing?	Skipping.
Where was the mouse skipping?	Down the street.
Say the whole thing.	The mouse was skipping down the street.

Step 3—WHO, WHAT, WHERE, WHEN

Clinician	*Student*
The mouse was skipping down the street in the morning.	
Who was skipping down the street in the morning?	The mouse.
What was the mouse doing?	Skipping.
Where was the mouse skipping?	Down the street.
When was the mouse skipping?	In the morning.
Say the whole thing.	The mouse was skipping down the street in the morning.

Step 4—WHO, WHAT, WHERE, WHEN, WHY

Clinician	*Student*
The mouse was skipping down the street in the morning because he was happy.	
Who was skipping down the street in the morning because he was happy?	The mouse.
What was the mouse doing?	Skipping.
Where was the mouse skipping?	Down the street.
When was the mouse skipping?	In the morning.
Why was the mouse skipping down the street?	Because he was happy.
Say the whole thing.	The mouse was skipping down the street in the morning because he was happy.

Step 5—WHO, WHAT, WHERE, WHEN, WHY, HOW

Clinician	*Student*
The mouse was skipping quickly down the street in the morning because he was happy.	
Who was skipping quickly down the street in the morning because he was happy?	The mouse.
What was the mouse doing?	Skipping.
Where was the mouse skipping?	Down the street.
When was the mouse skipping down the street?	In the morning.
Why was the mouse skipping down the street in the morning?	Because he was happy.
How was the mouse skipping down the street in the morning?	Quickly.
Say the whole thing.	The mouse was skipping quickly down the street in the morning because he was happy.

Mind Reader

Sandy Z. Osborne

Grade level: 4-8

Objectives: To identify possible causes and effects of an event
To improve short-term sequential memory skills

Materials: None

One student is selected to be the "mind reader." The clinician takes that student outside the room. The mind reader is told that another student in the room will be selecting an object, and the mind reader will identify the object chosen. The clinician and the mind reader choose a signal or a word that will be used in aiding the mind reader. Then the clinician returns to the room and asks a student to choose an object in the room. The mind reader then is asked to rejoin the group. The clinician points to objects in the room and asks the mind reader if that is the object that has been chosen. The mind reader responds negatively until after the signal or signal word is given by the clinician. Then the mind reader responds affirmatively to the next object (which is the chosen object). Using the same signal or word, the "mind reading" demonstration is repeated while other students choose objects in the room. Play continues until one of the students realizes the signal.

In a variation, students can take turns being the mind reader. The challenge can become more difficult by requiring the mind reader not to respond affirmatively until the clinician has pointed to two or more objects after giving the signal word.

Pragmatic Discussion Skills for a Language Group

Shirley Goldsberry

Grade level: K-8

Objectives: Game #1. To make a selection of alternatives and be able to defend and promote the position

Game #2. To make a compromise to determine one selection of the choices

Materials: A list of suggested possible choices and corresponding situations

This activity stimulates "natural language," builds and directs pragmatic language skills, and usually results in exciting, emotion-packed language!

The clinician provides the language group with a situation that requires a selection of alternatives. The students may choose their own choice (or the clinician assigns a choice to each student). The students defend and promote their choices.

Game #1. The students engage in active discussion and choice selecting to arrive at a common choice. Initially, clinician instruction may be necessary and may include questions such as, "Tell why you would prefer to do this activity. Why would your choice be more exciting than the other choice? What would you say to persuade the others to come to your choice?"

Game #2. The students will attempt to make compromises and select a common choice. Initially, the clinician may have to provide them with pragmatic compromising skills such as, "We could do your choice today and mine tomorrow. We did your choice yesterday, so let's share and do my choice today."

Subjects for Pragmatic Discussion Skills

Situation: As a group, select one place that you would like to visit.

Choices:	1. circus	skating	zoo
	2. swimming	ballgame	farm

Situation: As a group, select one food that we could have for dinner.

Choices:	1. pizza	hamburgers	spaghetti
	2. chicken	roast	steak

Situation: As a group, select one game to play at recess.

Choices:	1. kickball	baseball	tag
	2. swings	jungle gym	merry-go-round

Situation: As a group, select one activity to do tonight.

Choices:	1. watch TV	video games	puzzles
	2. draw	read	play Go Fish

Situation: As a group, select one activity to do during free time.

Choices:	1. play games	go outside	use the computer
	2. see a film	puzzles	go to the library

Going My Way?

Sandy Z. Osborne

Grade level: 5-8

Objective: To provide and take directions accurately

Materials: Cards with school locations written on them (for example, nurse's office, playground, library)
Tape recorder

Turn on the tape recorder. In turn, each student selects a location card and gives directions on how to reach that location from the therapy room. The other students and the clinician listen to and follow the directions. Ribbons are awarded to students who give accurate directions.

Who (What)/When/Where

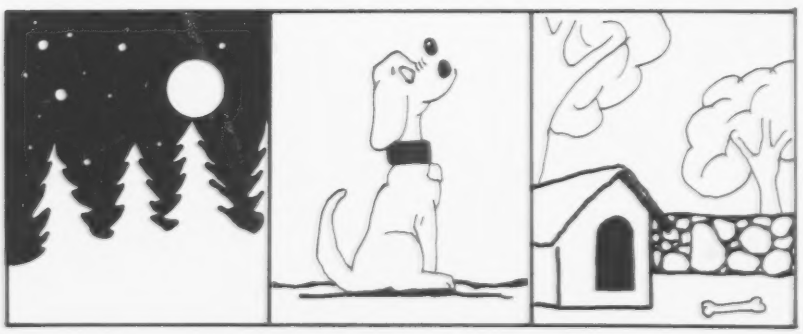
The Communication Skill Builders Consultant Staff

Grade level: 6-8

Objective: To produce a sentence containing information about person (or object), time, and place

Materials: Three decks of cards, each containing 20 cards

On one card deck, write words or use pictures of people or objects. On the second deck, write phrases referring to time (early, during the day, after school). On the third deck, write names or use pictures of places (car, home, beach). Students draw one card from each deck and form a sentence.



The Question Game

Beverly Krueger

Grade level: K-2

Objectives: To produce syntactically correct questions
To produce syntactically correct responses to questions

Materials: Verb action pictures

This guessing game can incorporate many different target skills, including pronouns, different question-asking forms, question-answer responses, and subject-verb agreement. The level of difficulty is easily controlled by the clinician by increasing the complexity of the required responses or the number of cards presented. The activity drills question skills in a pragmatically meaningful activity.

Picture cards are placed in front of one student. (Three cards at a time is a good number, but it can be varied according to student ability.) The student produces an appropriate statement describing one of the pictures (for example, "The girl is waving"). The cards are then placed face down on the table and mixed. A second student then selects one of the cards without revealing it. The first student then guesses which card is held by the second student. Questions must be asked in a syntactically correct sentence ("Is the girl waving?") and also answered in the target format ("No, the girl is not waving").

Time In

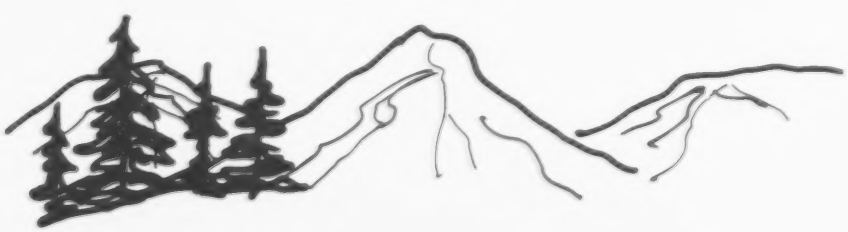
The Communication Skill Builders Consultant Staff

Grade level: 6-8

Objective: To name an object in a given category

Materials: Five tokens for each student
A buzzer

Distribute the tokens to the students. One student begins the activity by calling out another student's name and a category ("John, mountains"). The student called upon must provide a word in the category named. The clinician sounds the buzzer after five seconds. If the student has successfully named a word in the category ("Rockies"), that student may claim a token from the student naming the category. The student who fails to provide a correct word must forfeit a token to the student naming the category.



Draw, Listener!

The Communication Skill Builders Consultant Staff

Grade level: 6-8

Objective: To carry out a two-step direction

Materials: Graph paper with one-inch squares
Pencil

Give each student a sheet of graph paper with the same starting point marked on each. Have the students follow directions, beginning at the point marked. Completed drawings are checked against the clinician's master drawing.

Learning Center Adaptation: Tape record the directions. Students bring the completed drawing to the clinician, to be checked against the master drawing.

Hot Stuff

Sandy Z. Osborne

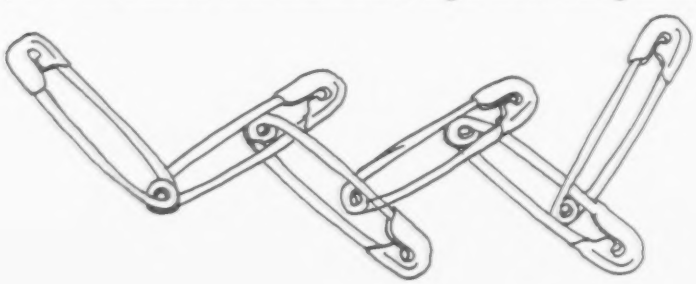
Grade level: 3-12

Objectives: Game #1. To decrease the number of vague words in conversational speech
Game #2. To improve vocabulary

Materials: Twelve safety pins for each student

Game #1. Distribute the safety pins to the students. The students hook the pins together to form a chain and pin it to their blouse or shirt. The clinician initiates a conversation on a particular topic (pets, favorite TV shows). The students are informed to be specific when speaking and to avoid using vague words ("stuff" or "thing"). A student who uses a vague word must give up one safety pin to the student who catches the vague word being used. The student who has the most safety pins wins the game.

Game #2. Chains of safety pins are distributed. The clinician reads stories that contain vocabulary words being studied. Then the students are asked to retell the stories. A student who uses a vague word in place of an appropriate vocabulary word must give up one safety pin to the student who catches the vague word being used.



Language Content Remediation

Paula Smith-Mainguth

Grade level: 6-12

Objectives: Game #1. To respond to oral and/or written questions

Game #2. To form a relevant question and/or explain its significance when given the answer to questions

Materials: Picture cards or flashcards (optional)

This activity may be used as a method for other objectives, such as auditory memory, classifying, vocabulary building, question forming. You may add questions as you go along. Depending on the student's age, the questions and answers may range from simple to complex.

Game #1. The clinician asks questions (or presents flashcards) relating to biographical and personal information, holidays and dates, geography, people and inventions, measurements, art, music, history, science, government, literature, or parts of speech. The student responds in an oral or written manner. For example:

Clinician: Who was the sixteenth President?
Student: Abraham Lincoln.

Game #2. After the student responds with acceptable accuracy, the clinician gives an answer, to which the student may form an acceptable question or state information about it. For example:

Clinician: Abraham Lincoln.
Student: Sixteenth president. He freed the slaves . . .

Sample Questions

Biographical and Personal Information

What is your full name? Address? Telephone number? Birthdate? Teacher's name?

Holidays and Dates

What are the months of the year? Days of the week? Seasons?
What holiday is in July?

Geography

How many states are in the United States?
What is the capital of our state?
Which country is north (south) of the United States?

People and Inventions

Who was Betsy Ross?
What are the Wright brothers famous for?

Measurements

How many cups equal one pint? One quart? One gallon?
How many inches are there in one foot? In one yard?

Art

What are the primary colors? The secondary colors?
What color do you get by mixing red and yellow?

Music

What is our national anthem? Who wrote it?
What is a composer?

History

Who discovered America?
Where was the Civil War fought?
Who was Paul Revere?

Science

What is in plants that makes them green?
What is in toothpaste that prevents cavities?

Government

Who is the President?
How many members are in the United States Senate?
How often is the Presidential election held?

Literature

Who wrote *Huckleberry Finn*?
Who wrote *Little Women*?

Parts of Speech

What is a noun? Verb? Adjective?
What is an antonym? Synonym? Homonym?
Give five examples of each of the above.

Rename that Book!

Paula Smith-Mainguth

Grade level: 6-12

Objective: To identify a vocabulary word in a book title, and write another title using a synonym for that word

Materials: List of book titles that contain words from the students' vocabulary list

This activity can be used in therapy sessions or as a homework sheet.

Prepare and distribute worksheets that contain book titles from the school library. The students identify the vocabulary word and write a new title or titles, using as many synonyms as possible. For example:

Little Women: Wee Ladies, Small Female Adults

Categories

Rosalyn Goldman

Grade level: 7-12

Objectives: To improve receptive and expressive language

Materials: Worksheet (below)

This activity provides an opportunity for the students to be "the teacher." They enjoy discussing and deciding with the clinician whether a new category is too easy or too difficult.

For slow processing students, the second half of the activity can be given as homework.

Categories

Name _____ Date _____

This is a language activity to help you learn to categorize.

PART 1: Read below, and write what the three words have in common. There is more than one right answer.

They all:

flowers	_____	break	_____
perfume	_____	disco	_____
pizza	_____	ballet	_____
Dracula	_____	mud	_____
King Kong	_____	snail	_____
Peter Pan	_____	seaweed	_____
piano	_____	volcano	_____
computer	_____	hurricane	_____
typewriter	_____	earthquake	_____
tomato	_____	potato chips	_____
blood	_____	candy	_____
lipstick	_____	popcorn	_____
coffee	_____	John Glenn	_____
lemonade	_____	Sally Ride	_____
cola	_____	Neil Armstrong	_____

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Categories

Name _____ Date _____

PART 2: Now it's your turn! Can you stump your teacher and friends?

	They all:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

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Thinking Creatively

Rosalyn Goldman

Grade level: 7-12

Objectives: To encourage creative thinking
To encourage thinking metaphorically

Materials: Worksheet (below)

At first, students may be puzzled and disturbed by the format of no right or wrong answers. This often leads to discussions about different ways of thinking and learning.

The activity can be used as a spinoff for creative writing assignments (poetry) and writing metaphorically.

Thinking Creatively

Name _____ Date _____

This is a language activity to expand your creative thinking. There are no right or wrong answers. Compare your answers with your friends!

Which is crisper: winter or celery? Why?

_____

Which is sweeter: candy or a smile? Why?

_____

Which is angrier: the kitchen or the living room? Why?

_____

Which is quicker: a bank robber or quicksand? Why?

_____

Which is quieter: yellow or black? Why?

_____

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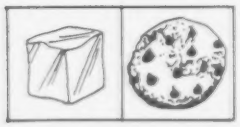

Which lasts longer: an ice cube or a cookie? Why?

_____

Which is redder: sunset or anger? Why? _____

Which is faster: a jet or a temper? Why? _____

A vacuum cleaner is like a _____

An egg beater is like a _____

A rubber band is like what animal? _____

A telephone is like what living thing? _____

An eye is like what part of a house? _____

What color is surprise? Why? _____

What color is sadness? Why? _____

What color is happiness? Why? _____

What color is anger? Why? _____

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Multiple Meanings

Kathy Oliverius Nienhueser

Grade level: 3-9

Objectives: Game #1. To provide multiple meanings for vocabulary words when the word is given by the clinician

Game #2. To provide the appropriate vocabulary word when one multiple definition is given by the clinician

Materials: Folding bristol
Marking pen
Scissors
A timer

In this enjoyable game, students are encouraged to work together to pool all available information. The activity is effective in providing carryover use of new vocabulary. Multiple meanings are explored, providing many opportunities for incidental teaching.

Prepare multiple definition cards divided into two sets, one set containing vocabulary words that have more than one definition and the other set containing one definition for each vocabulary item.

The group is divided into teams and a captain is appointed for each team. (The captain is changed periodically to allow each student to serve in that role.) The teams are instructed to work together to utilize information from all team members.

Game #1. The clinician draws and reads a vocabulary card. The teams are given one minute to determine all the definitions they can think of. The first team to signal begins. When the first team is finished, the second team is allowed twenty seconds to supply any additional definitions of the vocabulary word. For example, the clinician draws the word "pound." After one minute, Team #1 signals that they are ready, and their captain states the definitions that the group has determined: "A measurement of weight, and a motion made with a hammer." Then the captain of Team #2 adds, "A place where stray animals are kept." Points are scored for each appropriate multiple meaning.

Game #2. The activity is reversed, with the clinician supplying one definition and the teams naming one stimulus vocabulary word. Later in the activity, the clinician can call for another definition of the same word. For example, the clinician draws a card and reads, "A unit of measurement equaling twelve inches." The students reply, "A foot." Later in the activity, the clinician draws another card and reads, "A body part that you walk on." Again, the students answer, "A foot."

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(Please type)

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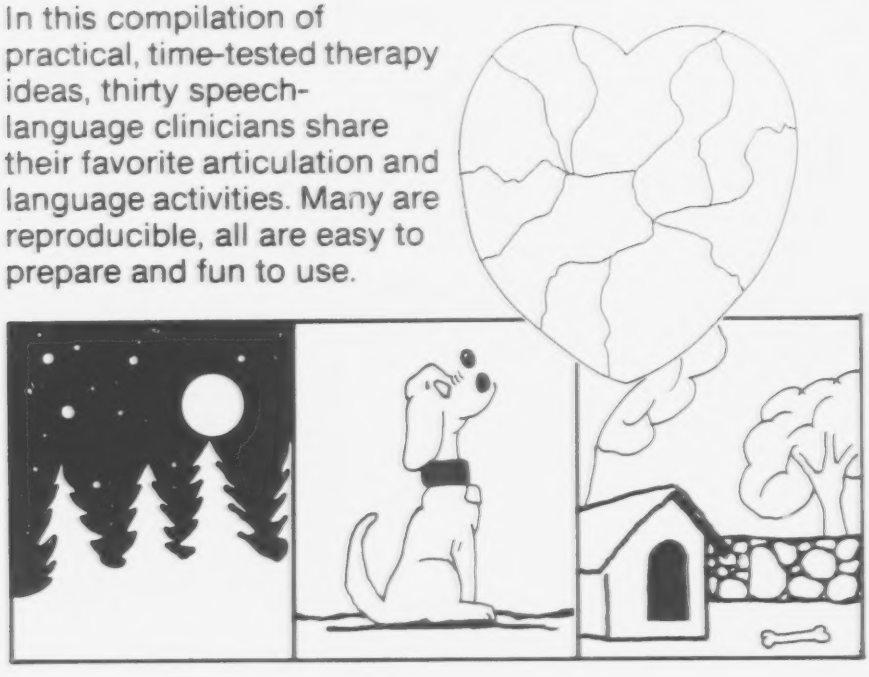

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